

ORBIT 62

IDEAS ABOUT TEACHING AND LEARNING

A publication
of the
Ontario Institute
for Studies
in Education

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memo

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ORBIT — Down To Four Issues a Year

Unfortunately, budget restrictions and postage hikes require us to cut *Orbit* from five to four issues a year. We have therefore decided to eliminate the June issue — because it is published at a time when teachers are preoccupied with school examinations and summer vacations. Henceforth, then, *Orbit* will be published in October, December, February, and April. The subscription price remains at \$6.00, but for four issues instead of five. Cost of a single copy is increased to \$1.75.

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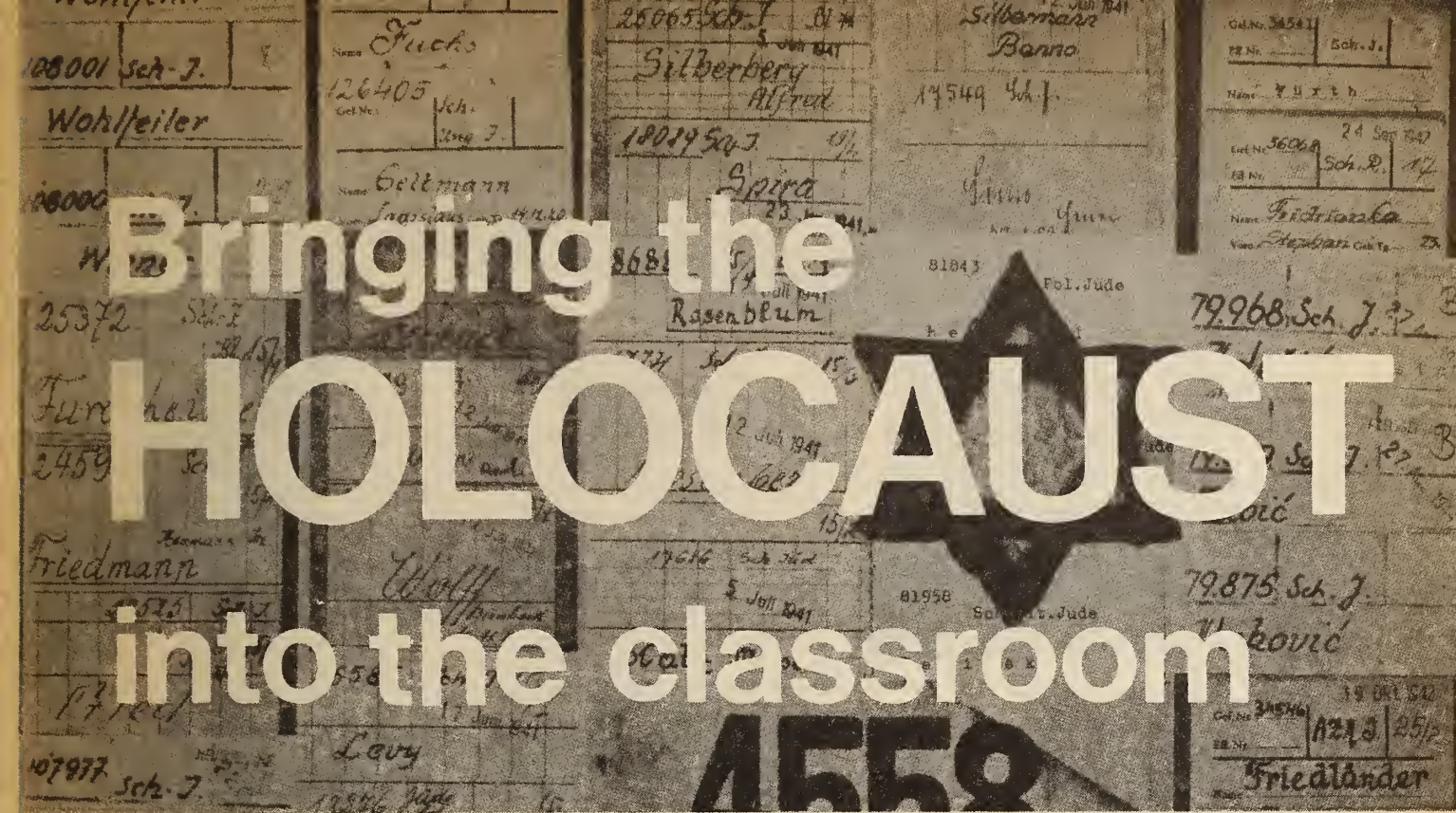
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Bringing the HOLOCAUST into the classroom

Joanne Hewson, OISE

On January 30, 1982, hundreds of thousands of concerned citizens throughout the free world interrupted their daily lives to remember the plight of the Polish people, whose homeland had been yoked by a harsh and oppressive military rule for a full seven weeks. Amid reports of mass arrests, the shooting of strikers, and the wholesale suspension of civil liberties, it had become painfully evident by this time that the free labor movement, Solidarnosc, was being relentlessly muffled and crushed, despite the fact that it represented a clear majority of the country's workers. Once again, individual freedoms had been smothered under the jack-boot of martial law and the platitudes of political expediency.

It is all too easy for those of us enjoying the safety and comfort of democratic systems, which, at least in principle, respect human dignity and justice, to forget that freedom is a hard-won and precious condition and that millions of oppressed people in scores of dictatorships have never tasted its fruits. It is also a simple matter to sink back into apathy and indifference and to accept the routinization of terror and the normalization of mass subjugation as unavoidable facts which do not translate easily into headline news, and therefore need not tug at our consciences.

Within the catalogue of horrors which the human race has perpetrated upon itself, the Holocaust of World War II, in which more than six million innocent people perished at the hands of the ruthless and brutal Nazi death machine, ranks as the most infamous example of organized

inhumanity in the annals of modern history. As this bloody, terrifying, and shameful episode recedes into the past, there are, astoundingly, some who would reject it as a relevant source of lessons for contemporary living, dismissing it as an unrepeatable aberration. More incredibly still, there are individuals who deny that the Holocaust ever happened. To those who survived and are still here to tell their stories, however, the Holocaust is still a painful and harrowing reality, which has left indelible marks upon their lives, and which must not be forgotten if humankind is to avoid descending into barbarism once again.

Lessons of the Holocaust

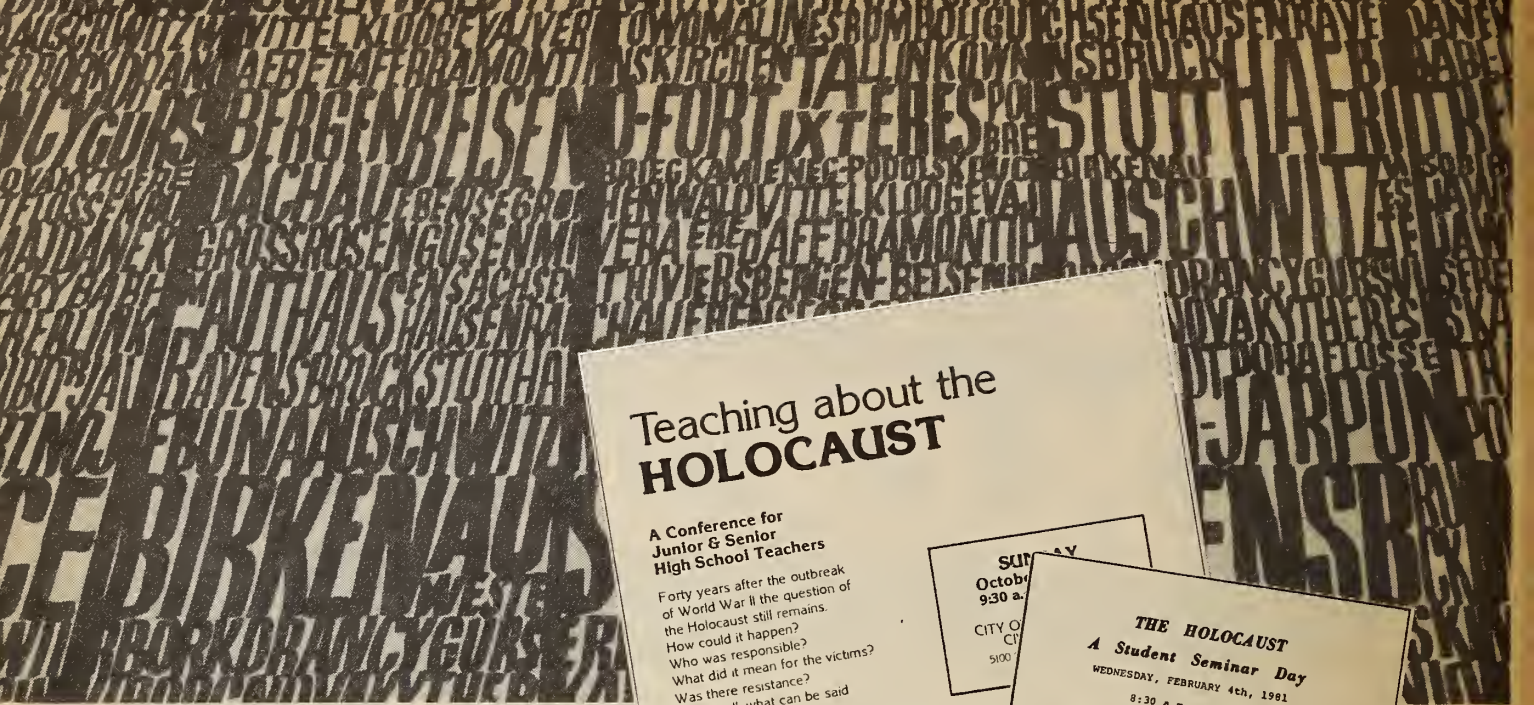
Over the past ten years, there has been a movement within the public school systems of major North American cities such as Boston, New York, and Toronto to incorporate the study of the Holocaust into existing curricula. Many of those who have struggled to have this specialized material included as course content believe that the Holocaust contains valuable lessons about totalitarianism, prejudice, racism, blind obedience, peer pressure, individual responsibility, citizenship, human behavior under extreme conditions, bureaucracy, decision-making under stressful circumstances, and moral reasoning. Furthermore, the negative example of the Holocaust and the understanding of the forces which made it happen can remind students of the value of freedom and the demands of a democratic system of government.

In studying the Holocaust, students are compelled to become aware of the plight of the victims as well as the motivations of the perpetrators, and to reflect upon these. It is important for teachers to help their students to see past the superficial stereotypes of the passive Jew and the evil German and to realize that the values and motives of ordinary people under peaceful conditions may not translate into predictable behavior in extreme situations. Two of the most important lessons which can be gained from the study of the Holocaust involve coming to terms with the following realizations:

1. that any one of us could be immobilized by a history of persecution and by the fear which is generated by prolonged exposure to the threat of death;
2. that many people are capable of blindly obeying recognized authorities.

Experiments in Conditioning

The results of many social psychological experiments have contributed to the debunking of the myth that 'we' are not capable of assuming the roles of the aggressor, the passive victim, the conformist, and/or the non-committal observer. For example, in Zimbardo's (Haney, Banks, and Zimbardo, 1973) classic simulation of the interaction between prisoners and their guards, it was found that students came to identify with their randomly-assigned roles to such a great extent that the experiment had to be aborted because it was believed that continued participation could be injurious to those involved.



Latané and Darley's (1968) study of bystander apathy, which was inspired by the Kitty Genovese case in New York City, suggested that observers would not intervene in a situation unless there was a clearly-defined emergency in which diffusion of responsibility was not possible and in which they perceived that they possessed the skills necessary for successful intervention.

In Asch's (1956) study of conformity, subjects were found to respond to group pressure by labelling their perceptions according to group opinions instead of relying upon their own visual acuity. And finally, there is Milgram's (1963) study of obedience in which subjects followed directions given by 'experts' to administer apparently dangerous levels of electric shocks to 'learners' who had given incorrect answers.

Each of these investigations contributes to our understanding of human responses to group pressure, authority, and others' expectations. The results of these studies, combined with what is known about the Holocaust and comparable situations, suggests that the roles of perpetrator and victim are not somehow predetermined, but are, instead, frequently the products of particular kinds of social interactions.

Moral and Social Issues

While studying the Holocaust, students can be confronted with some of the salient moral questions surrounding the choice between blind obedience and the decision to exercise individual and/or collective responsibility to oppose oppressive measures. Appreciation of the fact that genocide is not simply an historical accident or the product of an insane leader's deranged mind can come only from informed study of extreme persecution. Further, the connection between prejudicial attitudes and racist beliefs can be examined in order to sensitize students

to their own positions and values. Labeling another person or group in a derogatory manner must be seen by students as a practice which can be harmful to both the observer and the person or persons labelled. A powerful illustration of the association between prejudice and racism could be made by discussing the philosophical works of Fichte, Hegel, Freitschke, and Nietzsche and how these writings may have helped to set the stage for some of the historical events which unfolded in the 1940s. Students could be reminded that the Holocaust was, in part, an outgrowth of political, philosophical, and economic factors in European life, and not an unfortunate, freak historical occurrence.

One of the primary purposes of teaching the Holocaust is the education of students in the requirements of responsible citizenry and the encouragement of critical thinking about individual obligations to oneself, to others, and to society as a whole. The danger in using the Holocaust as a case for discussion lies in the possibility that it may be mishandled by those seeking to shock or to use a sensationalized approach. For examples of this sort of sensationalism, one only has to look at some recently-published paperback books with photographs of emaciated survivors or artists' representations of the Hell in Auschwitz on

their covers. It should be stressed that teaching about the Holocaust does not imply putting it on display as horror-show entertainment to a generation raised on hourly inoculations of televised violence.

The grim content of the Holocaust and its vocabulary of horrors need not be problematic in the classroom if the instructor is careful not to present it in a shocking or sensational fashion. Instead of emotionally flooding students or reducing the Holocaust to a set of memorizable statistics, the objective is to stimulate thought. Even young children can be given limited instruction in this area in order to sensitize them to issues which can be developed and expanded upon in later years when they are capable of understanding the concepts. Indeed, to neglect altogether teaching the Holocaust to children may be dangerous. According to Chartock (1979), 'Many sources show that young children and slow learners were among the most obedient of Hitler's supporters' (p. 36). Material is available which deals very basically with subjects such as peer pressure and is suitable for very young children (Roskies, 1975; Holzman, 1981; Johnson, 1980).

Teaching about the HOLOCAUST

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Broadening the Perspective

Teaching the lessons of the Holocaust is difficult, since instruction must be handled carefully in order simultaneously to acknowledge the uniqueness of the events to the Jewish people without making the discussion so particular that outsiders are excluded. As Chartock (1979) wrote, 'To set the Holocaust apart from other examples of people's inhumanity to one another is to prevent it from being a lesson and a warning for public discussion as well as an integrated part of our school curriculum' (p. 37). To relegate the study of the Holocaust to Yeshivas and university departments of Judaic Studies is to ghettoize it and to risk that the lessons will be lost to non-Jews. To restrict discussion of the Holocaust to those with ancestral ties to the suffering is to deny the role which non-Jews played in the drama. According to *The New York Times*, 'Just as the subject of slavery must not be consigned to Black Studies, so the gas ovens ought not be consigned to Jewish students' (Friedlander, in Sloan, 1981, p. 137). If this occurs, then we are all losers.

The Holocaust was an enormously important event which influenced the course of human history. As Friedlander (in Sloan, 1980) stated, 'Like the fall of Rome or the French Revolution, the Holocaust is one of those historical events that represents an age' (p. 126). Certainly, it is true that 'no single historical event duplicates the Nazi deed, but many share different aspects of the process that led to the death camps' (Friedlander, in Sloan, 1980, p. 135). The distinction between education and commemoration should be maintained to ensure that respect for all students' cultural and ethnic backgrounds be guaranteed. In some situations, this can be a difficult undertaking.

Some Problems

Teaching the Holocaust is never easy. As Wiesel (1978), a survivor and prominent spiritual, political, and scholarly leader in Holocaust studies has written, 'How do you teach events that defy knowledge, experiences that go beyond imagination? How do you tell children, big and small, that society could lose its mind and start murdering its own soul and its own future? How do you unveil horrors without offering at the same time some measure of hope?' (p. 270). Yet, as Wiesel (1978) points out, 'You must encounter difficulties in teaching, and so do I' (p. 270). The Holocaust is a rich source of information about prejudice, racism, obedience, human behavior under extreme conditions, and much more, and its lessons are as valuable to us today as they were to the world in 1945.

According to Siegal, the theoretical bridges from the horrors of the Holocaust to the 1980s can be found in the discussion of such topics as blind obedience, authoritarianism and totalitarianism. Certainly, the lessons from the Holocaust are

manifold, but one of the most important is the understanding that we must never become so cavalier as to believe that 'it could never happen here.' After all, as Wiesel wrote, 'The Holocaust was preceded not by the middle ages but by emancipation and enlightenment, by generations of humanists and liberal revolutionaries who preached their gospels, advocated their faith in universal brotherhood and ultimate justice' (p. 270).

Present day Significance

In a nuclear age, it may very well be true that our survival will ultimately depend upon the ability of future leaders to evaluate critically their responsibility to humanity and to avoid basing all their crucial decisions solely upon nationalistic concerns. The fact is that we live not only in a post-Holocaust world but also in a post-A-bomb world in which advancements in warfare technology have far exceeded knowledge of how to cope with a nuclear disaster. Nevertheless, as Strom points out, genocide remains a consistent threat in a politically volatile world, even if World War II is avoided: 'Genocide, sadly, is not yet something of the past. In Uganda, Cambodia, and elsewhere, tyrants contrive

to slaughter people simply because they have the "wrong" political beliefs, or tribal background, or religion' (1977, p. 204). Studying the Holocaust brings the reality of this sort of persecution and brutality into focus, even for those who would rather forget about it and stay firmly ensconced in the comforts of week-night television, polite small-talk, and easy indifference.

The effort to grapple with the difficult issues which the Holocaust raises can be well worth the personal cost. As Terrence Des Pres points out, 'And for all their shock and depression and yes, also their tears, what emerges finally are things so finely human, things so clearly good and life-enhancing, that the danger we run and the damage we share in meditation on the Holocaust seem not too high a price to pay' (Des Pres in Strom, 1977, p. 204). □

Note: Any reader seeking advice about teaching Holocaust studies is invited to get in touch with the author of this article, Joanne Hewson (Canadian Centre for Studies of the Holocaust and Genocide) or Alan Bardikoff (Holocaust Remembrance Committee of the Toronto Jewish Congress). Both can be reached through the Department of Applied Psychology at OISE.

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Janusk Korczak ~

Hugh Oliver, OISE

The teaching profession has had more than its share of unsung heroes — men and women who have devoted their lives to the instruction of children, often in obscurity, often with small reward. Then again, the teaching profession has produced many heroes of the more conventional kind — people who have sacrificed their lives for the sake of others or who have fought courageously for their country in time of war. But one who has laid down his life as the culminating act of his career as a teacher must be something of a rarity. Such a one was Janusk Korczak, affectionately known to the many children he befriended as Mister Doctor. It is because his heroism is little recognized, at any rate in North America, that I write this brief article about him.

Shape of his career

Janusk Korczak was born in Warsaw in 1878 of wealthy Jewish parents. (In point of fact, his family name was Goldszmit and his given name was Henryk; but the pen name that he adopted was Janusk Korczak and that is the name by which he is generally known.) His father was a prominent lawyer, and in his family upbringing there was no kind of religious observance; consequently he tended to think of himself as a Pole rather than a Jew.

As a child, Korczak was sensitive and lonely, a dreamer. He did not like school:

In general, schools in my days were not much good. They were dreadfully severe. Nothing was allowed. The atmosphere of the school building was cold, and I dreamt of it in my sleep and invariably woke up in a cold sweat. . . . I was always happy to find that it was not a real experience but only a dream.

The insanity of his father when Korczak was fourteen years old, followed a few years later after by his father's death, plunged the family into relative poverty and placed on him the responsibility of looking after his mother and younger sister. As a young man, he was beginning to show considerable promise as a writer (his first novel, *The Waifs*, was published at the turn of the century), and he was also supplementing his income with private tuition. But he rejected the career of a writer as being 'too unsteady' and the teaching profession as 'out of the question because of the oppressive measures of the

Elsa Pollak, "Homage to Korczak".

A Heroic Teacher

Russians.' (Then, as now, Poland was under the Russian heel.) Instead, he decided to become a doctor and enrolled as a medical student at Warsaw University.

On graduation, Korczak specialized in pediatrics, taking a job in 1903 at Warsaw's Children's Hospital, and it was out of this experience that his strong attachment to children took over as the driving force of his life. As a talented writer with a growing reputation (especially following his publication of the book *Child of Society*), it became fashionable for the rich to seek his services as a pediatrician. But as a doctor, he was drawn to the slums of Warsaw where the children were more in need of him. And as a writer, he turned his incisive humor to social reform and, ultimately, to the welfare of children. Fame and fortune were his for the taking — as a doctor and as a writer — but he rejected both.

The Orphanage

Korczak recalled his abandonment of medicine with some feelings of guilt:

I was carried away by false ambitions. I deserted medicine, I deserted the bedsides of sick children, I abandoned my medical profession to become a sculptor of the child's soul.

In 1912, Korczak took charge of a Jewish orphanage that had fallen into neglect and was being reestablished on a more organized footing. There were some two hundred children to whom Korczak became a father and whose life he humbly shared. He told them stories. He taught them songs and rhymes and grammar. He cut their hair and their nails. Every week

'Instead of hanging meaningless phrases over our school buildings like "Liberty, Equality, Fraternity," we should put up something realistic like "Be a good father! Be a good mother!" To think of how many fathers should not be called "papa" at all, but rather, "you bandit!"'

he made careful measurements of their height and weight. As he once remarked, 'He who collects the facts and accumulates documents also gains the material for objective discussion. This avoids emotional reactions.' But perhaps his greatest assets were his sense of humor and his ability to play with children as if he were a

child. He used humor to temper his emotionalism of which (as his comment above suggests) he was always wary.

There was, of course, a small staff to run the orphanage, but the children worked on a rota system to do the dusting, cleaning, sweeping, and washing. For, like the founders of the kibbutz, Korczak believed that manual work was just as honorable as mental work.

One of Korczak's main jobs was raising money to support the orphanage; for at that time, such institutions were dependent on charity and received no support from

'You can't teach others, unless you can teach yourself.'

the state. Although it was a job that he hated, he was good at it, refusing to take no for an answer, and engendering a sense of guilt in his rich patrons. Consequently, he was able to afford a place in the country where his children could go on holiday and enjoy (most of them for the first time) green fields and fresh air.

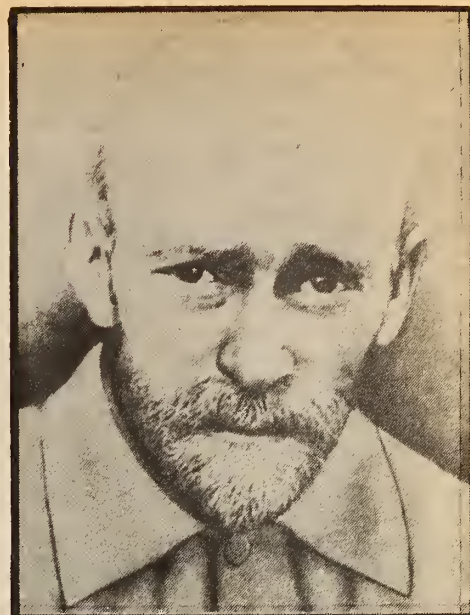
Writing in his memoirs about the Orphanage, Korczak said: 'Had it not been for this Home, these children would never have known there were good people on earth, people who do not steal or swear or beat children. They would never have known that it is good to tell the truth, nor would they have ever realized that there are such things as good laws, tenderness, and love.'

Off to War

In 1914, Korczak became a medical officer in the Russian army, leaving the Orphan-



The Orphanage at 92 Krochmalna Street in Warsaw in the interwar period.



Januck Korczak, 1878 - 1942

age in the capable hands of his manageress, Stefania Wilczynuska, whose capacity for love and ability to handle the children matched Korczak's own. He experienced the horrors of the slaughter but, as he was later to write in his Memoirs:

I have been through three wars. I have seen men with torn-off limbs; with open bellies. I have seen terrible face and head wounds. I have seen wounded soldiers, civilians, and children. But I tell you that the cruellest thing to witness is a drunk beating a child.

It was during the war that Korczak wrote perhaps his best known book, *How to Love a Child*. And in the war's final stages, he was able to return to his proper element when he became involved with a school for Polish boys in Kiev. The school was run by Mrs. Maryna Falska, and after the war when Korczak returned to Warsaw, he and Mrs. Falska made plans to establish another orphanage — this time for Polish children of non-Jewish origins. This new

'The inborn social instinct is represented, not by struggle, but by the desire to understand and the urge to help.'

orphanage, called Our Home, was eventually opened in 1927, and unlike the Jewish orphanage, it was supported by funds raised from working people.

Educational Beliefs

Korczak believed that it was above all important to understand the child, and to understand a child it was necessary to think like a child. He passionately believed in 'the right of the child to respect.' And he also believed that the individual should make his or her own choices without coercion and that it was the prerogative of every rational person to express himself or

herself freely. His philosophy of education is summed up in the personal message he gave to each of his students on their graduation from the Orphanage (at the age of fourteen and usually to take up an apprenticeship):

We have not given you God, because you must search for Him and find Him within yourself.

We give you no country, because you must make your own choice, the choice of your heart and reason.

We give you no love of Man, because there is no love without forgiveness. You must search for it through hard work.

We do give you one thing, however. We give you a longing for a better life, based on truth and justice, which you are destined to build for yourself.

We hope that it will be this longing that will lead you to God, to your Country and to Love.

He valued repetitious teaching, retelling the same fairy tales to his children many times. He began writing children's tales himself, and he encouraged his children to write. At both his orphanages, he started a weekly Gazette that was written and produced by the children, and he later extended this idea to the production of a children's supplement for Warsaw's biggest Jewish newspaper.

But Korczak's high ideals were not always readily transferable to the children he inherited — destitute and neglected and often from a criminal background. Of necessity, the environment at the orphanage was a disciplined one, with well-understood rules. Korczak believed in 'pedagogical love' based on mutual respect and understanding between adult and child.

Korczak encouraged his children to manage their own affairs as much as possible. The orphanage had a children's court to handle disciplinary infractions and there was a children's parliament that met once a year.

Korczak himself once commented: 'If I put so much emphasis on the children's

'I kiss their little faces with my thoughts and wish to ask what they bring with them: Fame, Happiness, Beauty? I wish I could bestow on them eternal platonic love and gratitude, like the astronomer who wishes to kiss the star that was, is and will be there forever shining in the depths of the blue heaven.'

court, this is because of my belief that it can be a real source of emancipation for the child and that it can teach him respect for law and individual rights. Every child has the right to a serious consideration and a just handling of his grievances. In the past such things have always depended on the disposition and good graces of the teacher. The child had no right to protest.

It is time to put an end to such tyranny.'

But although many of Korczak's ideas were innovative and far-sighted, ultimately the vision one has of him is that of a man without ceremony, balding with a greyish ginger beard, and with his children clambering lovingly all over him. His success as a teacher was due perhaps more to his personality than to his ideas — which is also true of many great teachers.

The Thirties

At the beginning of the thirties, Korczak wrote a play called *Senate of Lunatics* in which he predicted the catastrophe soon to overwhelm Europe. It was a time of growing anti-semitism — absolute anathema to this gentle humanist who regarded himself above all as Polish. Eventually, he was obliged to resign from his newer orphanage over a racial dispute. Twice in the thirties he visited Palestine, and at one point decided to spend his last years on a kibbutz. But then he changed his mind: Warsaw was the city that he loved, and he could not desert his children in their time of need. His growing pessimism is expressed in the following comment: 'The tragedy of man is not his death, it is his birth.'

At the start of World War II, Korczak roamed through the bombed streets of Warsaw, rescuing frightened children and taking them back to the Orphanage. Within a few weeks, Warsaw was under the control of the Germans. The Jewish holocaust was soon to begin.

The Ghetto

On October 14, 1940, the Jewish ghetto in Warsaw was established. The Orphanage, which was in an Aryan district, was forced to move to the premises of a technical school in the ghetto. Food and money were short. Korczak was continually having to beg, and in his battle to save his orphans, he showed courageous disregard of authority. Sometimes this landed him in trouble. On one occasion, he visited Gestapo headquarters where he was beaten up, thrown into the Pawiak prison, and was not released for several months until a ransom was paid by some of his ex-pupils.

In 1941, the Ghetto was reduced in size and the orphanage had to move again. The children were living on a diet of a slice of bread, some beetroot marmalade, a small bowl of shredded cabbage, and a boiled potato, and even these supplies were hard to come by. Korczak was beginning to realise that his love for his children could not save them from starvation, but he continued to struggle on their behalf. Then, too, there were rumours in the ghetto of gassings and cremations at the distant village of Treblinka; but most people preferred not to believe such rumours.

One day, the Germans surrounded the streets in which the orphanage was located, and there came the dreaded cry 'Alle Juden Raus.' The children assem-

bled in lines of five outside the Orphanage, together with Stefania Wilczynska and the rest of the staff. Korczak carried a new banner that he had designed for the Orphanage — green, with chestnut flowers, on one side and white, with the blue star of David, on the other.

It was a hot day, and there was a three-mile march to the loading point. Korczak tried to reassure the children, and he carried as many of the smaller ones as he could. But the older ones were suspicious; they sensed that they were soon to die.

As Korczak stood at the loading point, surrounded by his terrified children, there came an offer of reprieve. The Germans, realizing perhaps that his death could be an embarrassment to them, offered to spare

'It is easier to die if you die for an ideal. It is more difficult to live for an ideal, from day to day and year to year. It is a hard job to be born and harder still to learn to live. Left to me now is an easy end — death. After death it may still be difficult again, but I do not think of that now. I would like to be conscious when I die. But what would I say to the children? As I bade them "Goodbye", I would wish them freedom — freedom to choose their own way.'

Korczak's life. But heroically he refused, and together with his children and the Orphanage staff marched into the open doors of the waiting trucks. The end of the journey was Treblinka, and that is the last that is known of Janusk Korczak, a great and humble teacher.

Mister Doctor by Hanna Olczak (published by Peter Davies: London in 1965) is an excellent biography from which the information for this article was largely drawn.

In 1965 I travelled to Poland to encounter the shades of the past in the same streets of Warsaw where I first had met my great teacher. I revisited the house where I had worked at his side many years before.

I walked down the lanes of the ruined Jewish quarter until I reached the Umschlagplatz. I stood before a memorial tablet which stated in three languages that thousands of our martyred brothers had been sent from this place to Treblinka. In my mind's eye I saw him, and I thought, too, that above his unknown grave, beyond the black hatred and the poisonous vapors of death, I could see — his understanding, forgiving smile.

I thought to myself: He was a good doctor. He was a good philosopher. He was a good pedagogue. He was a good writer. He was a good poet. He was a good man.

The late Joseph Arnon, a disciple of Janusz Korczak, lived in Kibbutz Ein Hamifratz in Israel. □



EDUCATION IN CANADA TODAY:

Some Notes on New Realities

Ronald Duhamel, Deputy Minister of Education, Government of Manitoba

More, perhaps, than any comparable professional group, Canadian educators need to be continually examining the appropriateness of their response to current realities in our society. The need to look objectively at our contribution to Canadian life is most urgent at this time when, more than ever before, the public tends to be critical of the profession and when, paradoxically, people see in education the solution to many of the problems that cause unease in society today.

It seems to me that, as Canadian educators, two of the most important goals we must pursue for our profession and for society as a whole are to make ourselves fully aware of the positive contributions we have been making to the quality of life and, equally significant, to recognize and respond to the new tasks that devolve upon us in a rapidly changing society. From time to time, the profession has needed some sort of forum in which educators could define for themselves what Canadian education has done that is positive and agree upon educational strategies to meet fresh challenges. In such a situation, the contributions of every Canadian educator are needed, since all of us have our own perspectives based upon unique experiences in the field.

In what follows, one educator begins the process by reflecting upon some current successes in Canadian education, some desirable new orientations, and some necessary changes to accommodate new realities, while recognizing that any discussion of education which encompasses the Canadian scene is rather hazardous since there is so much diversity within the nation and what may be an issue in one province is a problem which has been resolved in another.

A Positive Perspective

One of the encouraging features about Canadian education, in my view, is the fact that educators today can face the future from a rather solid foundation of recent success. Contrary to the notions advanced by some elements of the popular press, educators are doing a good job in a number of fundamental respects. And while it is true that our accomplishments may be

unrecognized or misunderstood by many, a significant number of Canadians know that we educators have much to be proud of as we look at the results of our recent development.

When I ask members of the general public to identify what, to them, represents the chief success of Canadian education today, I am struck by the variety of answers which I receive. Some point to the attendance at school of a large number of our youth who could not possibly have done so a generation ago. The much larger numbers of graduates at both the secondary and post-secondary levels are also cited frequently as proof of success. Others identify changes in legislation and in programming to meet the special needs of groups of our handicapped youth. Still others point to the major breakthroughs which have occurred in second language education through the immersion approaches to learning. Others indicate that innovations in certain school programs such as physical education and health have contributed substantially to the physical and mental health of our young people. Clearly, there is much that educators can take pride in as they look at what is happening in education today; and it is encouraging to me to know that we have a substantial amount of support among the public at large.

I am sure that every Canadian educator who has given the matter serious thought must have identified several areas which, to the individual, are highly important as touchstones to measure the success of our profession at this time. These areas of personal concern will vary, of course, with each person's educational assignment, experience, and so on; but for me personally, three concerns to which I attach a great deal of weight are areas which I might label 'general knowledge,' 'attitudinal development,' and 'the three Rs.' To me, the success of education in Canada today has to be measured to a large degree in terms of our work in these areas; and it is to them that I turn frequently when I talk to teachers and others about their perceptions of our success as educators.

One of the questions I like to ask people who take an interest in what is happening in our schools is the following: 'Does today's school-age population possess more knowledge than their peers of a decade or two ago?' Most people to whom

I have posed the question have answered 'Yes,' usually without much hesitation. Although some will question whether the additional knowledge and information which has been acquired by our youth is all that important and relevant, the majority suggest that it is certainly true that our elementary, secondary, and post-secondary pupils, with respect to general knowledge at least, possess more of it than did their counterparts of the past.

Needless to say, this development cannot be attributed solely to formal education as it is carried on by the schools. Fundamental and thoroughgoing developments in our society affect almost every aspect of life, including the education of the young, directly and indirectly, in all kinds of ways. Such diverse phenomena as the pervasiveness of commercial media, the increase in travel and relocation, and the acceptance of new attitudes about child-rearing practices have contributed substantially to increased learning among the general population, and possibly more so among our nation's youth. The remarkable accomplishment of education, in my view, is that it has been so successful in identifying changes that relate most obviously to the growth and development of the young and modifying programs appropriately to take these changes into account. The schools have not fallen into the error of fighting to preserve exclusive rights to transmit certain items of knowledge which were traditionally left in the hands of teachers. Rather, the schools have tended to form useful partnerships with the new forms of knowledge transferral, and to devise new approaches and techniques which work to the advantage of learners.

Attitudinal Changes

The second area in which I feel our schools are making a positive contribution is 'attitudinal development.' If we compare our youth today with their peers of a generation ago respecting their attitudes towards a variety of issues and institutions, we are struck, I would suggest, by the fundamental attitudinal changes that seem to have occurred.

To take one example, the attitude of Canadian students to minority groups, such as the native peoples of Canada, appears to be characterized by a greater openness toward, and tolerance of, the differences found within minority groups than was the case in the recent past. To take another

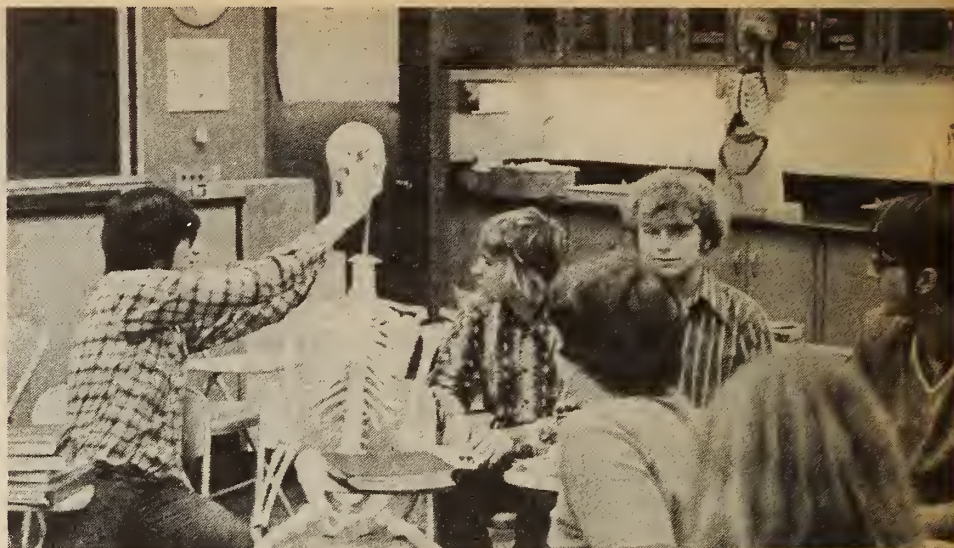
example, I am convinced that if the attitudes of our youth toward different religious groups could be measured objectively and compared with those that prevailed in the past, the evidence would point to a significant positive change. While I would concede that acceptance of other religions, including the ideas for which they stand, might extend to a lesser degree to religions outside the Judeo-Christian tradition, my impression remains that there is evidence of a positive change, perhaps more limited, toward other world religions such as Islam and Buddhism.

Obviously, there remains much to be done before Canadian society is characterized by the kind of openness and tolerance that many of us would wish to have prevail; however, I am encouraged by the example that is being set by our young people, and encouraged as well by the fact that our school systems, often in partnership with other institutions, appear to be succeeding in achieving one of their major goals — that of encouraging the growth of a tolerant, egalitarian Canadian society.

I would not want to pass over the topic of attitudinal development among our young people without referring to another manifestation of current changes in thinking among Canadian youngsters. I think educators today are witnessing, and at times encouraging as well, other forms of independent habits of mind among their students besides tolerance and openness. Increasingly today, we see that young people are much less willing blindly to accept the traditional authorities enshrined in some of our most cherished institutions than were their predecessors. Typically, they ask a lot of questions, often do a considerable amount of reading, and engage in much debate and thought before throwing their support behind their government or their church — or any other traditional institution for that matter.

To many of my contemporaries, the erosion of traditional regard for authority among our young people is not a positive development by any means, and they are disturbed by it. Teachers themselves are the first to experience the challenge of youth to authority, and many of them regret the passing of the old days when the authority of the teachers and the school was sacrosanct. When I consider my own position, I have to agree that, in the short term at least, the new independence of youth creates problems, and may continue to do so for some time. But in the end, I believe, the work of the schools will have been vindicated. At a time when many of us feel that Western democracy must be strong as never before, it should encourage us, I suggest, that a whole generation of knowledgeable, independent-minded Canadians, accustomed to freedom of thought and expression, will be the heirs of our democratic institutions.

The question of the role of educators in the development of attitudes is an interest-



ing and complex one — obviously. To many Canadians, it is a question entirely peripheral to what they perceive to be the main purpose of schools — that is, the transferral to a new generation of the basic academic skills. To some observers, the preoccupation, as they perceive it, of the schools with secondary objectives has led to the deterioration of academic skills among the new generation of students. In examining what is commonly called 'performance in the 3 Rs,' I have found, however, that today's young people perform just as well as, if not better than, their counterparts of the past (see note). The data on the topic of contemporary academic standards compared with those of the past, while somewhat inconclusive, do lean toward my point of view.

Unfortunately, what often happens when the issue is debated is that dissimilar groups are compared. To take a single example, students of a past generation who pursued secondary and post-secondary education were often the most motivated of their contemporaries, and, consequently, they were often the individuals who generally performed well in an academic environment. Today's pupils who pursue high school, college, and university education are not only much less homogeneous than their predecessors, but they are much more numerous; and by virtue of numbers alone, they are quite different from their peers of a decade or two ago. I suspect that if two comparable groups were studied, one representing yesterday's youth and the other today's, and assuming that the groups selected were similar in age, aptitude, motivation, socio-economic status, and so on, the present generation would easily win out in the comparison.

I hope at this point to have won some support for my position that Canadian education at this time has not only maintained its accustomed standards in traditional academic areas but also responded appropriately to some of the dramatic changes that have occurred in



Canadian society over the last decade or so. I would hope to find some support among the general public, many of whom find good information about education today hard to come by. Moreover, I would hope that my remarks have encouraged some of my fellow educators because they find encouraging words equally hard to come by, and that is a shame because, by and large, they are doing well with the students. We need to look at ourselves and our work more favorably than some of us do. And we need to share the news of our successes with the general public.

I suspect that if educators generally felt more optimistic about the state of education today, if they were conscious of



with which we live daily. In effect, in too many cases, the schools have been providing an artificially antiseptic social environment for our youth.

When I consider the global problems and realities which need attention in our schools, several specific examples always come to mind. I frequently like to sound young people out regarding their thinking upon such themes as the possibilities for war or peace in the world, and I sometimes find it depressing that many young people have no informed ideas about such vital topics. We speak of the information explosion in our world, and yet many youngsters who have anything to say about a major topic like war and peace, for example, simply parrot whatever simplistic slogan may be currently popular. After these conversations, I think to myself that unless society in general and education in particular can provide scenarios different from some of the common ones now being promoted, we are headed for serious difficulty. It may be too much to ask that society wash itself clean in a generation, but I think the education system should think about devising ways to help young people look realistically at the world and its problems.

Similarly, I think educators have an opportunity and an obligation to arouse in our youth a passionate interest in tackling the toughest problems — in eliminating world hunger, controlling or eradicating major diseases such as cancer, discovering new energy sources, and embarking upon all of the other challenges that must be faced in the decades ahead. I think the schools should be in the business of promoting heroism — consciously devising ways to inspire the young to heroic acts, to undertake the impossible. I would like to see the schools produce a generation of young people aware of the problems of the world and eager to confront and overcome them with Jesuitical zeal.

Cultural Diversity

As I remarked at the outset, the unique experiences of each one of us will help individual Canadian educators to define for themselves the aims which they would wish Canadian education to serve. The aims which I have suggested to this point, it seems to me, imply that there should be generally accepted expectations of the schools in terms of their contribution to the strengthening of Canadian society as a whole. The creation of the kind of society we all desire must involve uniformity of purpose and practice as regards our efforts to build upon past successes as we prepare young Canadians for new realities. And yet, I believe, there is a sense in which Canadians, more than those of any other nation, are in a position to strengthen the fabric of society by providing for diversity of a certain kind within our education system. For me, one of the strengths of my country derives from the fact that the

more support from the public at large, they might respond more vigorously and probably much more creatively to some of the issues which remain to be dealt with appropriately by Canadian society. In spite of the fact that much good work has been accomplished, Canadian education, I feel, has to deal soon with a number of challenges and opportunities that the schools and teachers can handle particularly well. When I consider the additional contributions that I would like to see the schools making in our country, I find it hard to order and classify them in a highly structured way. However, it seems to me that all of these proposed contributions have something to do with the teaching of values and the application of what I might call 'social literacy' and moral sensitivity to Canadian education and, ultimately, Canadian life.

Values Teaching and Social Issues

I regret to say that, in my view, a fairly large segment of the educational establishment has taken what I believe is an indefensible position regarding the teaching of values in our schools. After a promising beginning in many educational jurisdictions, all too many educators became unreasonably preoccupied with such matters as cultural relativism and moral imperatives. In our concern to avoid imposing absolute standards upon our students, many of us have thrown the baby out with the bath water. We have failed to acknowledge that there are certain basic values which are quite acceptable to the majority of parents, to say nothing of the

citizens of the nation as a whole. Values such as honesty, courtesy, and respect for one another's property, to name but a few, are values that are important to our society and which should receive additional emphasis in our schools. They are the basic ingredients of a civilized society.

There are other issues and views within our society which deserve serious study and debate and which could be integrated relatively easily within our school curriculum. Topics such as poverty, unemployment, inflation, interest and mortgage rates, their supposed causes and remedies, the role of management and labor in our society, and so on must be studied, I feel much more intensively than they are now, and quite possibly at an earlier age if we, as a society, are going to cope effectively with these problems. Further, these issues must be examined not just from local standpoints but with larger perspectives — provincial, national, and international — in mind. We must see to it that our young people have a much better grasp of these complex societal problems than schools formerly provided for their parents. I suspect that the potential destructiveness of global problems, to say nothing of their pervasiveness in our country and the world at large, are poorly understood by the generation which will one day have to come to terms with the countries of the third world. The school must extend the boundaries of the classroom, reach beyond the local scene, and help students to relate to the real world. My impression is that our schools have been too isolated from the worldly realities



people of Canada constitute a cultural mosaic; and one of my guiding principles as an educator is that educational organization in Canada should take cognizance of the cultural diversity of Canada and encourage its continuance.

It is a matter of some regret to me that the cultural mosaic, one of the central facts of Canadian society, receives so little attention in the public forums of the day. As a result, Canada finds itself in danger of losing by default the opportunities inherent in a policy of cultural pluralism — that is, the active encouragement of various identifiable cultural groups within the Canadian mosaic who wish to maintain their uniqueness. In my view, the Canadian educational establishment is at least partially at fault in its attitude toward cultural diversity. At the present time, even though there have been some notable changes for the better, the public school system favors and promotes the mixing of each identifiable cultural identity. This approach, in my opinion, accelerates the process of cultural assimilation. It is true that some Canadians who belong to cultural minorities wish to have their children assimilated rapidly into the 'mainstream' of Canadian society; others, however (and there are many of them), oppose assimilation but feel powerless to do anything about it.

The orientation of Canadian education in the direction of assimilation with the aim of creating a 'collective Canadian identity' is, in my opinion, a counter-productive orientation to the attainment of that goal. The assimilation approach assumes that the differences among groups are sufficiently indistinct as to make total assimilation an achievable goal. But while cultural minorities in Canada may share many common characteristics and look upon many aspects of the Canadian experience in the same way, the differences that distinguish these groups are a critical factor, nonetheless. Any approach to education which sets out to eliminate group differences against the will of the members of any particular collectivity is offensive, divisive, and in this day and age, bound to fail.

Recently, while attending a seminar in which native Indian leaders were advocating control over the education of their

children, I heard a participant ask whether the native people were not afraid that their proposed school system might fail to prepare their offspring adequately for the highly industrialized technological society in which we now live and will no doubt continue to experience. Acknowledging that this very question had been debated within their group without being totally resolved, one leader responded, quite appropriately, I thought, as follows: 'We are not certain that we want our children to participate as fully as you seem to suggest in the kind of society which you describe. Also, we are not convinced that the present school system would do a better job of preparing our children than we would. We want to decide these questions for ourselves, by ourselves, unless we ask for help.'

At another discussion which I attended a short while ago, a number of French-speaking parents said they wanted more of their children's time spent in developing an appreciation of their own cultural heritage. The response from one senior government official present was swift, and, I thought, not only insensitive but inappropriate. 'Culture,' he observed, 'is not the business of education.' When I sought enlightenment on this point later, I was told that no culture ought to receive 'preferential treatment' on the grounds that special recognition of particular cultures is divisive to the country.

Clearly, the task of convincing some Canadian educators of the value of cultural pluralism is not going to be easy.

To be fair, however, there have been certain government-sponsored projects, such as heritage language programs, which have attempted to some extent at least to develop desirable cultural sensitivities and possibly to counteract the assimilating nature of our schools. Again, in some provinces, French-language schools have been established to indicate government support for French-Canadians concerned to preserve their heritage. Yet, unless the very clients who are served by these various programs are given much more to say than most of them presently have about such matters as administration, financing, extent, context, and so on, little

satisfaction will be forthcoming. Further, I suspect that little change will occur.

I believe that today's public school system must become much more sensitive to its heterogeneity. It must develop differentiated approaches to the education of identifiable collectivities so that the members of such groups can identify more closely and more positively with the present system. I am firmly convinced that unless such a change occurs, and in the very near future, we are going to have more people opt out of the system. There will be more home instruction, more private schools with increased enrolment within them, and alarming dropout rates in the public school system. The present system needs to be able to accommodate more groups. This 'accommodation' must encompass curricular and structural changes and changes in governance, to name but a few. I believe that such an undertaking will not only benefit the public school system but also contribute significantly to the development of a Canadian identity, thereby possibly assisting in the creation of additional unity. The present 'assimilatory approach' forces change, some of it unwanted; therefore it tends to create conflict. What I am proposing is an alternative which embraces the philosophy of self-determination. It is an approach which stresses the importance of maintaining natural and desirable differences within groups, thereby respecting a greater range of behavior, and ultimately leading to greater cohesion.

Bringing About Change

In the preamble to this paper, I suggested that my remarks should be perceived in the context of a forum on Canadian education. The implementation of the changes proposed in the paper — that is, the reassertion of values teaching, the integration into school programs of more social issues, and the encouragement of a differential approach to learning to accommodate the needs of cultural minorities — will require that it be extended widely into school jurisdictions everywhere. The changes proposed are such that nothing less than a groundswell of interest beginning at the grassroots level will result in their eventual implementation.

With regard to the first matter — greater emphasis on values — I believe that the most pressing need is for the various key actors of the school systems (that is, the parents and their children, the politicians, and the administrative and teaching staffs) to work together. The climate appears to be right for this kind of change, and there are a number of programs currently in use throughout Canada which could serve as models for any school jurisdiction.

With respect to the integration of more social issues into the students' learning experience, there needs to be additional discussion about this possible orientation. Not everyone is convinced that these

topics are proper for elementary and/or secondary school students. Once the key actors have accepted the desirability of such a course of action, additions and/or modifications to curricula will have to be undertaken, regulations may require re-adjustment, and so on. Here, too, there are materials available to facilitate such a change in direction. It is my impression that the present educational system can absorb both types of changes — that is, values education and a life skills focus — without unduly disrupting its equilibrium.

In the case of values and life skills emphasis, there is already a degree of unanimity about the need for change. But with a differentiated approach to learning within a variety of cultural sub-groups, the fear that such a step could be divisive, costly, 'politically motivated,' and so on guarantees slower progress, notwithstanding that there is some recognition of the need for change.

Of course, the whole issue raises the question of possible new structures for educational governance, and it is well known that the educational establishment can usually bring its power successfully to bear against proposals that threaten to make fundamental changes in jurisdiction. The situation will require patience and persistence until the general population is sensitized to the need for the differentiated approach. Certain groups, parents for example, will no doubt be more readily persuaded than others, and perhaps this group represents the starting point. Needless to say, the attainment of the objective will be facilitated by ensuring that a political and executive leadership sensitive to this type of general orientation is placed in a governing role.

One of the criteria by which we can measure the health of an organization is its ability to change in order to accommodate new circumstances. Organizations, like people, cope with change best when they are secure within themselves and capable of looking objectively at their place in the scheme of things. Canadian education today has every reason to face Canadian society in the full confidence that it is performing its traditional functions appropriately as well as planning for necessary changes in the future. I believe that our nation's public school system is among the finest in the world; and I am confident that it will maintain that position as it builds upon the successes of the past and responds in creative ways to the challenges of the future. □

Note: See 'The "Good Old Days" and Today's Academic Standards,' *Orbit*, Volume 10, Number 5, December 1979; 'Standards in Education: An Update,' *Ontario Education*, Volume II, Number 3, May/June 1979; and 'Standards in Education: What are the Issues?' *OCLEA*, June 1977, all by the author.

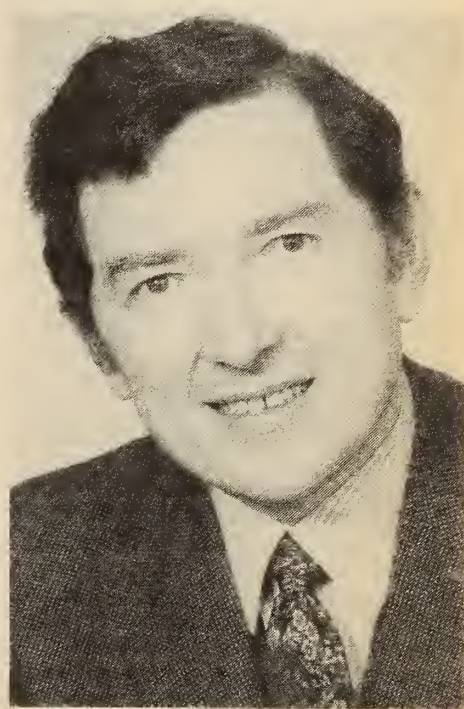
OMINOUS TRENDS in Canadian Culture

Christopher Hodgkinson, University of Victoria

Education, as we all know, is one of the great words. Very complex. A great *idea*. It may even be *the* great idea, life's chief purpose, the supreme end of man in the march from primeval slime to intergalactic space. Certainly the fascination of the concept persists, for all that we perpetually strive to drag it down to the level of pragmatic banality and the sordid managerial details of school administration. Persists because at some point there is always a whiff of the metaphysical, because mysterious elements such as character, morality, soul, spirit, essence, being, human nature, values, will, and *mind* lurk around every corner and crevice of the educational edifice. Of course, all these are anathema to the hard-headed and sobersided, but I want to draw attention to them because they are at the heart of the matter; they lock education, however defined, into culture. Education is above all else a cultural affair. In all its manifold ramifications from seminar room to the manufacture of kindergarten plasticine, from obscenely overpaid television news-readers to grossly underpaid working mothers studying correspondence courses, from the letter to the editor to the lesson plan on Confederation, it is the warp of which culture is the weft. And within that complex weave, trends and patterns can be discerned, some less pleasing to the eye than others.

The New Canadian State

The reconstitution of Canada goes on with or without paper Constitutions and certainly without so-called charters which are



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strident about rights but stony silent about duties. Three strands are evident to date in this reconstitutive process: statism, multiculturalism, and relativism.

The power of the State is more pervasive than it has ever been. The evidence lies all about us: the growth of Federal and Provincial bureaucracies; the all-encompassing net of dependencies represented by welfare-ism and social services; the growing inability of elected representatives to hold officials accountable; and the steady but insidious growth of governmental information and regulation. It is far from 1984, but the State already intrudes upon every corner of our lives; we live only by its grace and favor.

Multiculturalism provides an instance. There is a Minister of this, and it must therefore be presumed that multiculturalism represents some State-determined good. If one wonders whether the citizens of Japan, or Israel, or Zimbabwe, or Ireland would share this presumption, then one risks being heretical, perhaps even *racist*. Would the Japanese, for example, rejoice in a variegation of their culture? But be this as it may and be the statist dogma right or wrong, the facts are in, and Canada *is* increasingly multicultural; the myth of *deux nations fondatrice* increasingly myth. And, of course, in consequence, there are implications for education.

Multiculturalism is itself an instance of the phenomenon of cultural relativism, and it provides reinforcement of the general cultural trend toward value pluralism and subjectivism. Any Canadian value consensus which may once have been organized about the symbols of Monarch, Empire, and Church — or about the even more quaint and antique notions of Honour, Patriotism, Self-Sacrifice, and Duty — has been broken, and from the smithereens is pieced together a new consensus which endorses self-interest, ethnic interest, and inalienable *rights*.

The implications for education are manifold. We can easily predict more Federal influence and intrusion; direct and indirect — more propaganda in the media, more frenetic attempts to build a nationalistic pseudo-consensus and, from the public side, more authentic searching for that consensus and more demand for values education and all that can be encompassed within that rubric.

The New Canadian Society

The new Canadian Society is likely to be more and more like other developed societies in that it is part of modern Western bureau-technocracy. North America becomes in a technical sense more and more homogeneous. The airports of New Orleans and San Francisco are not that different from those of Vancouver or Mirabel. Technological and bureaucratic realities make schools very much alike from Inuvik to Miami: society becomes increasingly econocentric, professional, and neo-feudal.

Preoccupation with material welfare,

natural resources, industry, labor, trade, commerce, and the GNP will not diminish. One's job, one's work, one's organizational role will increasingly define one's *life*; good or bad, right or wrong. This trend will be reinforced by professionalism.

Since life chances in the new society will tend to be monopolized by large organizations and institutions, all of which are bureaucracies in the Weberian sense, it follows that there will be a movement toward more specialization, more professionalism, more elites of experts, more guilds of semi- and quasi-professionals. And hence more *credentials*.

This could lead to a kind of neo-feudalism in which a man's organizational or institutional affiliation is of prime importance and his technical credentials the very substance of his identity. Japan is far ahead of us here but, nevertheless, there is an old tradition in Canada of paternalistic organizations and life-style from the building of the CPR to the latest company town. This country began as a company town. Our employers: CBC, DND, or local School Board are our primary beneficiaries even now; as inter-organizational mobility lessens, they may come to be even more our liege lords and we ever more their vassals.

The educational implications are clear. More pre-, post-, and in-professional/vocational training. Job-oriented education with the University at the apex of a complex system of vocational schooling. More competition for the right credentials and the right prerequisites in the life-long career struggle. And, as a corollary perhaps, more widely scattered resentment and alienation.

The New Canadian Man

I would like to be positive, but the sociologists have been here before me and the litany of negativism is too loud to be ignored. Hedonism, narcissism, anomie: they shout.

Given a lack of value consensus, a dilution to the point of evaporation of religious faith, a loss of absolutes, a general cynicism about ideologies, it is not unreasonable for the individual to seek simply to maximize his pleasure and minimize his pain; even if this does not go far beyond selfish sensory indulgence. This playboy philosophy has been well articulated by Hefner.

Hedonism slides easily into narcissism. Christopher Lasch is our prophet here. Self-concern becomes self-absorption. The social contract becomes merely that, a language-game and a set of conventions which should subserve the individuals, not conversely. There threatens always a degenerate inwardness which is utterly different from the inwardness of the morally autonomous man. And along with it the deepening suspicion that, in the words of the song, freedom is another word for nothing left to lose.

And so we are arrived at the possibility of anomie — meaninglessness. We may be able to indulge more but we may enjoy it

less. Durkheim warned us of this long ago and in a simpler world. The conditions of technological society, bureaucracy, individual political impotence and apathy, all contribute to an ambience in which larger purposes and larger meaning dwindle, pale, and in the end become absurd.

Again there are, of course, implications for education. The burden of moral responsibility upon that institution would seem to be enhanced. The schools, after all, not only socialize to the future; they imbue with the past. They are conservative influences, and their inertia can militate against too rapid change but, in the end, they tend to follow society, not lead it. Yet in this very conservatism they provide unique opportunities for leadership, for the reaction of all that is human against all that is anti-human, even if the latter marches under the banners of science, rational liberalism, social equity, and all the other evocations of the Good that accompany the New Vandalism. There is a ray of light, a sliver of hope here; yet one can hardly be sanguine.

All in all the trends I have chosen to discern are negative. It would be equally possible, one would like to think, that a less jaded observer could come up with an offsetting and countervailing list of benevolent, non-ominous trends. Moreover, the Canadian public would not appear to be, by the measures of such things, overly dissatisfied with its educational institutions. Royal Commissions and major reports are thin on the ground. The last (UNESCO) report by foreign observers revealed a national smugness and, if anything, a state of well-being and content which is the more impressive when one considers how easy it is to goad the public on educational issues. So my remarks may in the end be vain as well as in vain and my expressions of unease no more than vaporings or a cloud the size of a man's fist on the horizon. Yet . . .

Education is of the mind. And therefore of the spirit. (Interesting that our other official language has but one word for these two things.) Therefore it is a glorious though hazardous enterprise. One that one can exult in. Scratch an exultant educator and one is likely to find deep-seated humanistic or transcendental commitment. Not all of us are great teachers, or great workers, or great leaders, or great scholars . . . but perhaps most of us aspire to be great-hearted. I think there might be just enough truth in this for me to end on an authentically positive note. So long as the institution of education is a vital part of the cultural fabric, so long as it is invested with commitment by individually engaged teachers, so long may we expect to incorporate all trends, ominous or not, into an evolutionary pattern which is somehow right, and maybe even better than what went before. Maybe. *Peut-être.* □

Pourquoi le manque de Franco-ontariennes dans le domaine scientifique?

Duncan M. Duquet et Dormer Ellis, OISE

Le Canada fait face aujourd'hui à une pénurie d'ingénieurs et de techniciens compétents; il importe donc de se demander pourquoi si peu de Franco-ontariennes choisissent de faire carrière dans le domaine des sciences, du génie ou de la technologie. Les occupations qui requièrent l'utilisation des mathématiques et des sciences sont non seulement intéressantes mais elles sont aussi bien rémunérées.

Une enquête effectuée en 1972 parmi les étudiants franco-ontariens de 9^{ième} année incluait des questions sur les aspirations et les attentes de ces étudiants quant à leur carrière.¹ Parmi les quelque mille jeunes filles qui répondirent à cette enquête, aucune n'indiqua qu'elle entendait devenir mathématicienne, ingénieur, chimiste, physicienne ou technicienne. On répéta l'enquête trois ans plus tard chez d'autres jeunes filles qui se trouvaient alors en 9^{ième} année, avec les mêmes résultats. Ces enquêtes faisaient partie d'un projet de recherche de grande envergure subventionné par le Ministère de l'Éducation de l'Ontario.²

Bien que le nombre de femmes ingénieurs en Ontario ait traditionnellement été minime, la situation change

maintenant rapidement. Presque dix pour cent des étudiants enregistrés en génie dans les onze institutions de l'Ontario qui donnent ces cours sont aujourd'hui des femmes. Cette augmentation passant de moins de un pour cent à dix pour cent en courte période ne semble cependant pas s'être répétée chez les Franco-ontariennes. A l'automne 1976, on fit une enquête parmi toutes les étudiantes enregistrées en première année de tous les programmes de génie donnés dans toutes les universités de l'Ontario. Si la représentation des Franco-ontariennes dans ces programmes avait été égale à leur représentation dans la population générale de l'Ontario, on y en aurait compté un nombre huit fois plus grand. On répéta l'enquête à l'automne 1981; bien que la proportion des étudiantes ait augmenté de façon dramatique, celle des Franco-ontariennes demeura inchangée.

Comment peut-on expliquer le fait que les Franco-ontariennes ne semblent pas attirées vers les carrières scientifiques? Manqueraient-elles d'aptitudes intellectuelles? Cette hypothèse est facile à rejeter. La recherche concernant des élèves franco-ontariens mentionnée ci-dessus² incluait un test d'intelligence sans apport culturel. Ce test fut administré à plusieurs milliers d'étudiantes franco-ontariennes de la 3^{ième}, 6^{ième} et 9^{ième} année ainsi qu'à un groupe de contrôle des mêmes niveaux académiques dans des écoles de langue anglaise. On trouva pour chaque groupe la même distribution normale



Madame Lassonde, ingénieur nucléaire, dans son bureau à l'Hydro-Ontario

de l'intelligence de sorte qu'il n'y a aucune raison de croire que moins de Franco-ontariennes que d'anglophones possèdent le niveau intellectuel nécessaire à la poursuite d'études avancées en mathématiques et en sciences expérimentales.

Se pourrait-il alors que les étudiantes franco-ontariennes en soient venues à croire que les mathématiques et les sciences expérimentales soient des choses anglaises? Les nombreux textes en langue anglaise utilisés pour l'étude de ces matières dans les cours avancés pourraient peut-être le faire penser. Cette situation s'améliore cependant et le Ministère de l'Éducation de l'Ontario fait des efforts considérables pour procurer, à tous les niveaux d'études et dans toutes les matières des manuels scolaires aussi bien en français qu'en anglais. Il est bien évident qu'il n'est pas nécessaire de penser en anglais pour résoudre une équation mathématique ou comprendre un principe de physique; à preuve le grand mathématicien français Henri Poincaré, auteur de la découverte des fonctions fuchsiennes, André Ampère qui édifia la théorie de l'électromagnétisme, et le physicien français Pierre Curie et sa femme Marie Curie à qui l'on doit la découverte du radium.

Il est intéressant de noter ici qu'on trouve une plus grande proportion de femmes ingénieurs en France qu'en Angleterre; on trouve des Françaises dans tous les domaines du génie: électrique, mécanique, civil, chimique, etc. En 1978 avait lieu à Rouen en France, sous l'égide du Cercle d'études des ingénieurs, un congrès international des femmes ingénieurs, techniciennes et mathématiciennes. Les participantes y vinrent de toutes les régions industrielles de la France et de trente-cinq autres pays. La plupart des communications y fut



◀ Un groupe d'ingénieurs au congrès mondial.



Madame Micheline Bouchard, conférencière au congrès des ingénieurs canadiennes.

présentée en français et celles présentées en anglais, en russe ou en allemand furent traduites en français. Comme quoi les sciences expérimentales et les mathématiques ne sont ni des choses anglaises ni des choses masculines!

Quelle est maintenant la situation au Canada? En mai 1981 se tenait à Toronto un congrès groupant des femmes ingénieurs, des étudiantes en génie et des finissantes du niveau secondaire qui se préparaient à étudier le génie. Les Franco-ontariennes y brillèrent par leur absence. Cette absence fut d'autant plus remarquée que la plus forte délégation de l'extérieur de la province vint du Québec et comprenait une très grande majorité de déléguées de langue française. Il est intéressant de noter ici que le Québec compte la plus forte proportion de femmes ingénieures au Canada et est parmi les provinces qui comptent une proportion élevée d'étudiantes en génie. Sans doute est-il important d'avoir des personnes sur qui on peut se modeler. Ainsi, le Québec est la seule province où une femme fut jamais élue à la présidence de l'association professionnelle qui autorise la pratique du génie dans la province. Et par deux fois l'Ordre des ingénieurs du Québec a eu une femme à la présidence. Le Conseil canadien des ingénieurs n'a eu qu'une seule fois une femme à sa tête et ce fut une Québécoise. Ces femmes sont d'excellents exemples sur qui les étudiantes peuvent se modeler; toutes deux ont su combiner carrière et vie familiale (toutes deux ont des enfants).

Il se peut, encore, que les Franco-ontariennes pensent, à tort, que la préparation d'une carrière en science ou en technologie doive les empêcher de fonder un foyer. Ce n'est, soulignons-le, certainement pas le cas. D'après une étude impliquant des milliers de femmes ingénieurs aux Etats Unis, la femme ingénieur type est mariée (probablement à un ingénieur ou autre professionnel) et a deux enfants. Cette femme compétente dans le domaine des sciences ou de la technologie peut commander ce que l'on appelait il n'y a pas encore si longtemps "un salaire d'homme", de sorte qu'elle et son mari peuvent sans difficulté défrayer le coût d'une famille qui grandit — aide domestique, garderie, etc. Voyons l'exemple de Claudette Lassonde. Québécoise de naissance, elle travaille maintenant comme ingénieur spécialisé en génie nucléaire pour le compte de l'Hydro-Ontario; mariée à un ingénieur, elle est la mère d'un fils et d'une fille qui fréquentent une école de langue française. Autre exemple: Micheline Bouchard est adjointe au président-directeur général de l'Hydro-Québec. Elle s'occupe présentement d'organiser le prochain congrès des ingénieurs qui doit avoir lieu à Montréal en 1983. Elle aussi est mariée à un ingénieur et a deux enfants. Comme on peut le voir par les photos qui accompagnent ce texte, ces deux femmes accomplies et intelligentes ne laissent rien à désirer sur le plan de la féminité.

Que peut-on faire pour attirer un plus grand nombre de Franco-ontariennes dans le domaine des sciences et du génie? Le Ministère de l'Éducation de l'Ontario aide financièrement les finissantes des écoles secondaires de langue française qui désirent poursuivre leurs études dans cette langue — il est bien entendu que cette aide financière s'applique aussi bien aux étudiantes qu'aux étudiants. Les jeunes filles qui désirent étudier le génie et les sciences en français peuvent fréquenter les universités bilingues de l'Ontario ou poursuivre leurs études dans les universités du Québec. Il semble que l'on cherche présentement à attirer un plus grand

nombre de femmes dans les carrières scientifiques. L'an dernier, le Conseil des sciences du Canada tenait à Ottawa, un congrès dont le thème était l'éducation des Canadiennes, pour chercher les moyens d'accroître le nombre de femmes dans les domaines techniques. De plus, bon nombre d'universités s'efforcent d'attirer des étudiantes dans leurs cours scientifiques, grâce à des campagnes de recrutement dans les écoles secondaires.

Il appartient aux professeurs des écoles de langue française de l'Ontario de voir à ce que les Franco-ontariennes sachent profiter des avantages qui leur sont offerts, à elles aussi bien qu'aux autres finissantes de l'Ontario. Les étudiantes qui font preuve de talent en mathématiques et en sciences devraient être encouragées à faire carrière comme ingénieurs ou techniciennes. On devrait leur faire connaître les avantages mis à leur disposition. Seules les coutumes et les traditions peuvent limiter les aspirations des étudiantes aux domaines traditionnels comme l'enseignement primaire, le travail de bureau, etc. Notons que ces occupations traditionnelles n'offrent pas beaucoup de chance d'emploi et sont moins bien rémunérées que les carrières qui se rattachent aux domaines des ordinateurs, du génie et de la technologie.

Professeurs... n'existe-t-il pas dans votre école des étudiantes qui devraient déjà songer à des carrières bien rémunérées qui sauraient répondre à leurs aspirations, carrières basées sur les mathématiques et les sciences qu'elles étudient dans vos classes?

Notes

1. 'Portrait de deux milliers de débutants aux écoles secondaires', Jacques Beauchemin et Dormer Ellis, *Orbit* 26, February 1975, pp. 19-20.
2. 'Etude des traits caractéristiques et des besoins des étudiants franco-ontariens dans le système d'éducation de l'Ontario' dirigée par Dormer Ellis et W.G. Fleming, 1972-77.

Physique: La Cinématique et la Dynamique

Alfred Abouchar, Faculté d'Éducation, Université d'Ottawa

Rétrospection

C'est en 1978 que j'ai entrepris la première rédaction d'un essai pédagogique de physique traitant de l'optique géométrique en correspondance avec l'étude des phénomènes ondulatoires. Cette innovation didactique fut mise à l'essai dans certaines écoles secondaires franco-ontariennes ainsi que dans mon cours de physique à l'école secondaire Etienne Brûlé à North York. Cette méthode didactique ayant fait ses

preuves auprès de la majorité des élèves et des enseignants impliqués, j'ai jugé bon, dès lors, de poursuivre le même but en rédigeant une seconde unité complémentaire en physique. Cette dernière unité traitant de l'étude de la cinématique et de la dynamique, obtint le succès de la précédente. C'est ainsi que le 21 mars 1981, un certificat de décernement d'une Bourse Hilroy me fut présenté par l'Association Canadienne des Enseignants et par l'Association des Enseignants Franco-Ontariens au nom de la Fondation de bienfaisance Roy C. Hill pour ce deuxième projet. Dès lors, une entente fut

conclue avec la maison Edition Guérin Ltd pour la publication des deux unités dans le contexte d'une série complète en physique. Cette série comprend les titres suivants:

- Livre 1: Physique: La cinématique et la dynamique*
- Livre 2: Physique: Les ondes et la lumière*
- Livre 3: Physique: Le son*
- Livre 4: Physique: L'électricité et le magnétisme*
- Livre 5: Physique: L'électronique*
- Livre 6: Physique: L'atome et l'énergie nucléaire*

Introduction

Cet ouvrage didactique est à la fois ancien et nouveau. Il est ancien dans ses concepts classiques de la physique. Il est toutefois nouveau, parce qu'il tient compte des changements et du progrès des sciences et de la philosophie de l'enseignement des sciences. Il est basé sur une progression logique, systématique, théorique et mathématique sans toutefois négliger l'aspect expérimental, la découverte et la recherche scientifique.

Je suggère ce premier livre comme document fondamental pour un premier cours de physique au secondaire. Son contenu est basé sur mes notes de cours ainsi que sur plusieurs années d'étude en physique, de recherche en éducation et en particulier dans le domaine de la didactique des sciences, et enfin sur plusieurs années d'enseignement de la physique, tant au niveau secondaire qu'universitaire. Aucune préconnaissance de la cinématique et de la dynamique n'est vraiment requise. Il est toutefois préférable que l'élève ait suivi des cours préparatoires aux sciences physiques et que son cours de physique soit agencé à un cours de mathématiques du même niveau.

Orientation

Cet ouvrage vise à développer des principes fondamentaux en physique, à les illustrer par des applications types, à introduire la méthode scientifique et expérimentale et à promouvoir l'esprit analytique et le sens de la précision. En somme, il se propose d'assurer l'acquisition de connaissances scientifiques, le développement des habiletés propres aux sciences physiques et l'adaptation de la physique dans un contexte social en vue de l'adoption d'un humanisme scientifique.

Sommaire

Le but de mon ouvrage est de se pencher sur les notions fondamentales de la branche de la physique qui étudie le mouvement des corps, et qui est connue sous le nom de "Mécanique classique". Cette étude permet à l'élève de se familiariser avec divers concepts de base des lois du mouvement afin d'entreprendre une étude plus approfondie des applications universelles des mouvements relatifs.

Le but de cette étude vise surtout à établir le comportement des corps en mouvement tout en considérant les forces qui les causent. Cette étude requiert d'abord l'acquisition de certaines notions mathématiques essentielles à la compréhension et à la dérivation logique des lois du mouvement. Il est par conséquent de prime abord de consacrer la première partie de l'ouvrage à présenter directement les notions logiques et mathématiques essentielles à l'étude de la physique en général et en particulier à la mécanique. Cette première tranche introductive est d'une importance capitale en sciences physiques et devrait être l'objectif premier de tout cours de physique.

PROGRAMME DE BOURSES HILROY

Certificat de décernement d'une bourse Hilroy



Le présent certificat atteste qu'une bourse Hilroy est décernée à la personne susnommée, en reconnaissance de l'initiative et de l'esprit professionnel dont elle a fait preuve dans l'élaboration et la mise en pratique d'une importante innovation pédagogique.

Le 26 mars 1981

DATE:

FONDATEUR

PRÉSIDENTE

La Fondation de bienfaisance Roy C. Hill



Fondateur de la Fédération canadienne des enseignants

La *cinématique*, se propose en premier lieu d'étudier le mouvement des mobiles, abstraction faite des causes du mouvement. Les concepts de temps, de distance, de déplacement, de vitesse et d'accélération y sont étudiés expérimentalement et les relations qui les gouvernent sont dérivées graphiquement et mathématiquement.

En une deuxième phase, l'étude des forces qui causent le mouvement des corps et leurs relations avec les concepts de base de la cinématique, déterminent l'ensemble de la *dynamique*. Les lois du mouvement de Newton, les applications vectorielles ainsi que la loi de la gravitation universelle représentent les grandes lignes de cette troisième section.

Le programme, tel que défini dans cet ouvrage, représente le contenu de deux mois d'étude. Quelques départements de sciences peuvent compléter certaines unités qui, pour des raisons de nécessité pédagogique, ont été couvertes rapidement. D'autres sujets, tels le principe de la relativité, l'interaction entre deux particules et le mouvement des astres, des comètes et des satellites artificiels, seront étudiés dans un cours de physique plus avancé.

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Chaque chapitre comprend une introduction à la matière, une présentation systématique du sujet, une série d'activités, les dérivations mathématiques appropriées, un résumé, des exemples de problèmes résolus et des problèmes à résoudre. L'ouvrage se termine par une série de questions à choix multiples mise à la disposition de l'élève afin qu'il puisse mieux évaluer son progrès et vérifier sa compréhension du sujet. Les réponses à ces questions se trouvent à la fin de l'ouvrage. Une liste des symboles et des unités est en avant-propos et des tableaux de fonctions trigonométriques et de certaines constantes physiques sont placés en appendice.

Conclusion

Parmi les domaines scientifiques qui ont pris le plus d'ampleur et qui ont affecté toutes les facettes de la vie sur terre, la physique se place au premier rang. De la mécanique à la relativité, de l'optique à l'électromagnétisme, de l'atome à l'énergie nucléaire, la physique a su transformer l'agriculture, l'industrie, la médecine, les communications et tant d'autres domaines jusqu'au point d'influencer notre mode de vie, notre philosophie et notre conception même de l'univers.

Afin de concrétiser cette science exacte, il a fallu embrasser de nouvelles théories, développer des concepts inédits et surtout créer un langage symbolique et une terminologie innovatrice, unique à la physique. Cette conceptualisation et ce jargon s'apparentent aux mathématiques, définissant ainsi la physique du domaine des sciences quantitatives. Il est toutefois logique de préserver une place aux prédictions qualitatives tout en comprenant qu'elles ne peuvent répondre d'une manière satisfaisante aux objectifs de la physique. Par conséquent, il est nécessaire d'accepter qu'une étude complète, sérieuse et surtout honnête de la physique ne pourra se passer de descriptions qualitatives et se devra de dépasser l'aspect démonstratif de cette science en essayant d'envisager, d'une façon simple, claire et précise, le puissant outil de la logique mathématique.

C'est ce en quoi consiste le livre:

Physique — La cinématique et la dynamique.

GLOBAL EDUCATION: A Definition and a Curriculum Proposal

Róy R. Pellicano, Assistant Professor, Brooklyn College, New York

Global Education is a perspective — a perspective that can be used in existing social studies courses without necessarily making extensive and immediate changes in textbooks, hardware, or other instructional materials. It is neither a 'product' to be added on to existing curricula nor is it necessarily a quantifiable entity to be measured by 'achievement tests.'

According to David King¹, *Global Education* describes the striving for a perspective (macro perspective) in which the organization and transmission of knowledge and values is *not* overly specific and particularistic.

Critics of over-specialization argue that academia has created a 'technocratic consciousness' — a consciousness that is based upon the pre-eminence of the specialist and the professional.² This over-specialization, it is argued, leads to ever increasing fragmentation of knowledge as manifested in more and more departmentalization of schools. The result is that no one talks to each other. Each set of specialists has control of, and over, the knowledge of its domain. Each set of specialists presents 'truths' and evaluations which are limited to a microcosm of the universe. Often, it is claimed, the specialist has limited, if any, contact with the reality of a world that is dynamic, multi-layered, organic, and interactive. Advocates of *Global Education* seek to redress this narrow focus by striving for a curriculum of 'connectedness' of thought. They approach education through a perspective that attempts to unify specific events and specific histories into a whole. They focus upon the general and the universal rather than upon the particular.

Citizens of the World

Implicit in the notion of *Global Education* is a specific type of citizenship education. Students are being prepared for citizenship in a global environment — that is, citizenship of an ecologically, socially, politically, and economically interdependent world. The 1979 curriculum guidelines for Social Studies, published by the United States National Council for the Social Studies (NCSS) begins with the statement that 'the basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent.'³ At another point, these same guidelines prescribe Social Studies programs that 'ought to develop young adults who are able to identify and analyze both local and global problems and who are willing to participate actively in developing alternatives and solutions for them.'

Thus, the 'citizenship education' proponents of *Global Education* are concerned about the readiness of students to deal with the rapidly accelerating process of global interdependence. According to their rationale for *Global Education*, the Earth is rapidly 'shrinking,' creating a global economy and global ecological problems on a scale that heretofore never existed.

Skills to be Developed

Given the description of *Global Education* as a curriculum movement that views the world as an interactive, complex network of social, political, and economic subsystems that are interdependent and interrelated, the skills to be developed in schools are primarily high-order cognitive skills: analysis, synthesis, and evaluation. Specifically, if an individual is to construct and/or apply a global perspective, he or she must be able to:

- look for long-term consequences
- establish linkages between events
- discern specific social norms and values that interact in decision-making and events
- dissect an event to identify the order and structure of component parts and inputs
- reconstruct an event or series of events in order to form a 'new' totality for the purpose of exposition or interpretation.

In effect, the skills to be fostered are those of the researcher and the developer — i.e., critical thinking and inquiry skills. These are the most difficult skills to develop because they presuppose a value system that provides high esteem for those who:

1. accept the demystification of the universe
2. accept the primacy of 'reason' in private and public interactions, including the behavior of nation-states and social institutions
3. accept the primacy of Man in the construction and reification of all social interaction — that is, the primacy of Man in constructing the social reality with all its tensions, conflicts, contradictions, and positive-negative attributes.

The Role of Systems Theory

The task, however, is not insurmountable if the teacher, as well as the curriculum writer, can focus upon the methodology, the process that achieves the global perspective — i.e., systems theory. The concept of systems theory involves methodology and perspective with the identification and incorporation of component parts into a whole. 'The essence of systems analysis is the making of a model describing an entire organization'⁴ — identifying the functions of the larger system, identifying the subsystems and

their functions, and integrating all the details into the model of the larger system. The basic components of analysis are input, process, output.

Systems theory rejects simple cause-effect relationships, and, when applied to education, it rejects a curriculum design that organizes knowledge into sets of facts that must be transmitted and acquired through a textbook and teacher-centred 'lecture.'

In sum, a systems perspective is one that searches for the generalizations that emerge from the dynamic interaction of events (details) within a setting and a context. The methodology is analysis, synthesis, and evaluation: sorting, classifying, ordering, and structuring particular events and details. The 'setting' is the location of the immediate event, whereas the context is the historical socio-political past and present that shapes the action of the specific event, be it historical or contemporary. A global perspective provides the skills that serve as connections between 'the world of abstractions' and 'the world of action.'

Creating the Global Perspective Curriculum

There are two approaches to developing a unit or set of units focussing upon global education. The first (the inductive approach) begins with details and specific events and then proceeds to discern (a) the ripple effect of those events and (b) the events' roots and/or causes. This is the case-study approach carried to a logical end. Instead of stopping with the one 'case,' we pursue its conclusions and apply them to other cases (events) in order to arrive at generalizations — even if those generalizations must be labelled 'tentative.' These tentative generalizations then serve as organizing principles for further study.

The second approach is deductive: take a specific set of generalizations (theories) and then apply them to specific events to test their reliability as theories. The outcome focusses upon evaluation and upon re-hypothesizing and re-application.

Obviously, the two approaches are *not* mutually exclusive; they merely represent starting points. The preference for one starting point over the other depends on the conceptual level of your students. Are your students more concrete oriented or more abstraction oriented? Let us now consider examples of how each approach works.

The Inductive Approach

A recent article in *The New York Times* (Webster, 1980) reported that a team of anthropologists, led by Dr. Charles M. Nelson from the University of Massachusetts, had uncovered bones and teeth

from cattle that lived approximately 15,000 years ago in *East Africa*.⁵ The key element in the discovery was that the cattle were *not* indigenous to the area. When combined with recent discoveries by other scientists of 18,000 year-old domesticated grain crops in Africa, two conclusions appeared to emerge: (a) the *non-indigenous cattle* were domesticated; and (b) the previous conclusions citing Southwest Asia as the cradle or birthplace of agricultural civilization were wrong and/or had to be significantly revised. Dr. Nelson was quoted as saying that notions we were taught 'from our earliest school days . . . that civilization first developed in the Middle East and then spread to India, Central Asia, Europe and North Africa' must be changed in light of findings indicating that agriculture may have originated in other areas and then been transferred to Southwest Asia. With regard to designing a global perspective curriculum, the key quotation is as follows:

What we are finding in East Africa are the elements of a food-producing economy. And that in a big geographical system like a continent, many different aspects of civilization are found in different places. And then these things come together in a kind of coalescence of knowledge. Instead of looking for simple, quickie types of explanations, we're going to have to go to big regional projects in which scientists cooperate with one another. (Emphasis added).

The above emphasis articulates one methodology for a global perspective curriculum — i.e., starting with a detail, an event, and then looking for all the known and possible links to that detail or event. For example, if the event is local — let us say the closing of automobile plants in a particular area — then examine the immediate setting for all possible causes and all possible consequences. Then move into a regional study to see if the same event is taking place and if 'ripple' events are taking place. Again, at the regional level, examine all possible relationships, causal and consequential. Then move into a national perspective, and finally into a global perspective. To reiterate, the process involves analysis, synthesis, and evaluation. The search is for relationships, for interpretations that are general enough to create hypotheses that are, in turn, testable by applying them to future, as well as to past, events. The result is the use of particular information (micro processing). The relationship between macro processing and micro processing becomes dyadic, interactive and organic.

Using the inductive approach, from the specific (particular) to the general, classroom teachers and curriculum generalists do *not* have to change the structure of organization of the typical social studies program. Rather, in each grade, at each sequence, be it the 'neighborhood,' 'the family,' 'community helpers,' or American

sectionalism, the ultimate goal and focus would be global — i.e., how does the particular event connect with what was and/or is happening globally? And/or, what may happen globally? This can be accomplished within the present social studies program with the aid of some in-service training as well as the gradual incorporation of texts and instructional materials that support and utilize the global perspective. Also, it would be helpful to have science, social studies, and language arts people working toward an interdisciplinary analysis of the same or similar events. For immediate aid, I recommend the work of Bruce Joyce and Marsha Weil. I also recommend materials that I have seen and examined from the Centre For Teaching International Relations (Switzer and Mulloy, 1979)⁶ and from Global Perspectives, Inc. (King, 1980).

The Deductive Approach

A second example, one that uses a deductive approach, was recently provided by research on density and the use of space in urban 'downtown' areas. Researcher William H. Whyte reported in *Natural History*⁷ that his study of urban street life, over-crowding, and population density began with a set of hypotheses grounded in behavioral research with mice. That body of research, related Whyte, demonstrated 'that very high population densities produced neurotic behavior, and by inference, so did cities.' Given that set of generalizations, Mr. Whyte began his investigation:

1. he chose his test site (the specific locales and settings for cameras and direct observation).
2. he observed the settings first-hand, collected data, and then analysed all the data, while attempting to apply the generalizations he had extracted from previous behavioral research with mice.
3. he posited tentative conclusions that seemed to invalidate the generalizations he was applying.
4. he established 'new' hypothetical generalizations and then proceeded to test them.

Ultimately, what emerged was a set of 'basic elements' regarding the 'successful/unsuccessful' use of urban space.

Although brevity precludes a complete description of Mr. Whyte's exciting and interesting field research, what is important for this discussion is the process, a process that has the excitement of a drama: false starts, trial-and-error methods in the beginning, failure, and success. It should also be noted that the research is exciting and interesting because it represents *active* attempts at connecting theory (abstractions) with practice (behavior). At each stage, there is application, analysis, synthesis, and evaluation. The process begins as deduction, moves to induction, and then back again — and again. In effect, the procedure duplicates the reality of reason-

ing: the very reasoning process used by each individual living out his or her day-to-day life. Unfortunately, the current textbook approach to teaching, using separate and distinct content units, each with a body of distinct information that must be acquired for a test, is contradictory to 'reason' and, as a result, reason is precluded from the classroom. Thus, one substantive effect of a global perspective will be to uncover the connections and the dynamism that are part of each and every event.

Sample Unit Plans

What follows are two examples of creating a specific global perspective curriculum. The *first* deals with the contemporary state of the U.S. automobile industry; the *second* deals with events in Iran. It must be emphasized that the order and the structure of each curriculum presented is not meant to be definitive; the purpose is rather to demonstrate the construction of a study unit that begins with the analysis of a specific regional and/or national problem, while interweaving and grounding that problem in a global setting and a global context.

It is the usual practice to measure the decline of the U.S. automobile industry in terms of production and sales (profit) as well as the amount of unemployment. The second measurement for the decline of the U.S. auto industry is the increased cooperation, consolidation, and potential joint-ventures among the world's major auto manufacturers as they attempt to share marketing costs and dealerships, as they attempt to share in research and development costs, and as they attempt to negotiate for assembly plants in the U.S. in order to alleviate unemployment and maintain 'free-trade' practices between nations. In addition, we have the example of the French government-owned Renault corporation purchasing significant shares in the American Motors corporation.⁸ Also, there are continuous rumors of 'mergers' between Chrysler corporation and Volkswagen, as between Chrysler and Japanese auto manufacturers.

However, I would like to posit another set of measurements. I suggest the 'symbolic measurement' — the decline of the U.S. auto industry — is concomitant with the emergence of a 'world car' concept. This concept of a global car replaces the U.S. auto industry's notion of an ethnocentric car planned into obsolescence. The 'world car' can be assembled in regional plants, while the specific parts can be produced in any number of countries, creating a global division of labor.

In related events, with the decline of interest in nuclear power and with the ever-increasing control by the OPEC association over price and production of oil, the vast reserves of American coal have acquired significant international importance. For example, in early August, 1980, President Carter 'signed an agreement to finance the first commercial-scale

The Contemporary State of the U.S. Auto Industry

I. Decline of U.S. Auto Production.

A. Measurement of Decline

1. Units Produced

- a. Total Industry
- b. Total per manufacturer

2. Units sold in the United States

- a. Total for the industry
- b. Total per manufacturer

3. Units sold abroad

- a. Total for the industry
- b. Total per manufacturer
- c. Percentage distribution of world market (which can also be done by continent and/or individual country)

4. Workers employed

- a. Total per U.S. manufacturers
- b. Total for the U.S. auto industry
- c. Total number of robots

5. Foreign units sold in the U.S.

- a. Total from all foreign manufacturers
- b. Total per manufacturer
- c. Percentage distribution of the U.S. market place

Note: At each point, contrasts and comparisons can be made with previous years and/or previous decades.

II 'Causes' of U.S. Decline in Automobile Production

A. Cost of fuel; need for economic automobiles

B. Conservation and Ecological factors: emission controls, preservation of natural resources.

C. Cost of Production

1. Question of worker productivity
2. Question of Capital improvements and reinvestments
3. Question of fully automated (robot) assembly lines
4. Cost of raw materials

D. Management of Production

1. Marketing weakness: Inability to forecast future small car demand
2. Decision-making weakness: Given projections of the future, management continued with 'big' car policy

Note: Items 'C' and 'D' can be contrasted and compared on a global level, i.e., cost of foreign production and/or management of foreign production, amount of worker input in corporate decision-making

III Consequences for the U.S.

A. Unemployment:

B. Recession:

C. Calls for protective tariffs and/or import quotas

D. Financial collapse of U.S. automobile manufacturers

E. Dominance of world market by Japanese manufacturers

F. Joint corporate ventures; consolidations of corporations government subsidies and/or government joint ventures with individual manufacturers or consortium of manufacturers

G. Change in the symbolic function of cars in American society, i.e., the notion of the world car vs. the customized, individual ethnocentric as well as egocentric status symbol

H. Congressional and/or Executive programs to 'reindustrialize' the U.S.

1. Tax programs

2. Inflation/recession programs

3. Automation goals — funding research and development

4. Wage and Price Controls

I. Efforts to mitigate petroleum prices

1. Development of coal and the need to revitalize U.S. harbors and railroads

2. Enactment of petroleum taxes

3. Solar and nuclear energy

4. Rise of wood burning stoves

IV Global Auto Production

A. Identify auto manufacturers by country and by quantity of production

B. Identify auto manufacturers by per cent of production in relation to other manufacturers

C. Contrast and compare methods and/or cost of production for each manufacturer

D. Contrast and compare quality of cars (using consumer reports) and then compare with 'success' of particular manufacturers in selling cars

E. Contrast and compare amount of Japanese cars sold on each continent

F. International conflict and tension over the use of protective tariffs in:

1. Germany

2. England

3. U.S.

4. Japanese response to calls for protectionism

G. Worldwide unemployment rates

H. Worldwide efforts to reduce or mitigate price of petroleum

1. Use of coal

2. Synthetic fuel projects

3. Use of nuclear power

4. Encouragement of an improvement of mass transportation

5. Use of taxation efforts for conservation; and,

6. Joint corporate ventures and/or joint corporate government(s) ventures.

plant to produce liquid fuel directly from coal.' The 1.4 billion dollar project is part of a series of efforts by an international consortium; it is headed by Gulf Oil and includes German and Japanese corporations as well as the governments of Germany, Japan, and the U.S. The corporations have invested 100 million dollars; the German and Japanese governments have invested 700 million dollars. In addition, the U.S. government announced the funding of a second plant, completely

on its own, for 1.5 billion dollars. As a result of the increased interest in coal, production is up and the railroad and harbor facilities are unable to handle the demand, creating a need for their improvement. Concomitant to the increased attention focussed upon harbor and railroad congestion, the major port cities of Maryland and Virginia are competing with each other for the federal and corporate development funds that will bring job and business opportunities and

taxable revenues to each of the respective states. Thus, U.S. automobile production and energy utilization as well as energy development are inter-related on a global scale — the effect of each has consequences (immediate, secondary and/or tertiary) in each of the world's nation-states.

A common view of the events in Iran is represented by the notions that: a) the Iranian revolution has become the political movement for medieval, reactionary clerics

Iran: A society in Transition

- I. 'Traditional' Socio-political roles vs. 'Industrial'
 - A. The family/the individual, marriage/divorce
 - B. Definitions of wealth and power, role of landowners
 - C. Analysis of authority, political leadership
 - D. Bureaucracy, role playing/rule making, function/dysfunction
- II. Traditional 'Consciousness' vs. Technological, Industrial Consciousness (Modernity)
 - A. Religion/secularism
 - B. Rationalism/legal-rationalism
 - C. Values/norms
 - D. Philosophies and cultural contradictions
- III. Production of goods and services; Traditional vs. Post-traditional Society
- IV. International relationships
 - A. Rise of Nation state/feudalism
 - B. Expansion and Imperialism
 - C. Competition
- V. Culture Themes
 - A. Art
 - B. Music
 - C. Literature



who wish to overturn or reverse the trends toward modernity; and b) the Shah may have been misguided and/or over-zealous in his push toward modernity, but he was a 'realist' concerning the nature of nation-state development and power in the industrial/post-industrial era; thus, he was not such a 'bad guy' after all.

Given those notions, a curriculum can be constructed that involves the elements of:

1. the nature of modernity
2. the nature of an industrial/post-industrial society
3. the nature of traditional society
4. the nature of Islam.

Each of these elements would provide a more than adequate starting point. However, my preference is with modernity because it provides the student with an immediate connection to contemporary society — the society of his/her lifetime. This immediate connection to the present will help students to understand, cope with, and perhaps resolve many of the tensions, conflicts, and contradictions which they see in their own locality or region. Thus, the focus of attention in Iran provides both *distance* and *relevance*.

In social history, the term 'modernity' usually relates to a) demystification of the universe, b) secularism, c) ever-increasing reliance upon legal-rational authority, and d) ever-increasing reliance upon scientific/technocratic rationalism. Modernity frees the individual from ascribed roles and values, and it places the onus upon the individual to acquire his or her own values and social roles. Modernity rejects authority and legitimation based upon tradition and ascribed roles and status. Modernity rejects the notion that nature is not controllable or under the influence of forces which transcend mankind and nature itself. Scientifically, modernity fosters and encourages the notion that

mankind can and should control and replicate nature in order to improve individual and collective decision-making by eliminating risks and randomness. One result is the production of pluralism; individuals must now *choose* and *select* their courses of action rather than follow ascribed courses of action. The socio-political events in Iran, with all their contradictions and tensions, involve that nation's collective struggle with modernity.

It should be noted that using the concept of 'modernity' as a unit of analysis, teachers can contrast and compare historical periods as well as analyze individual historical periods. This methodology is useful for courses in American History, European History, Asian History, etc. Specifically, after finishing studies on Iran, students could then apply the same unit plan to Egypt (events surrounding Sadat's assassination) and Saudi Arabia, for example. With regard to Saudi Arabia, students could consider the question of the political and social stability of Saudi Arabia — 'How stable is the Saudi Monarchy?'

Conclusion

The curriculum movement called *Global Education* can accomplish, concomitantly, citizenship education and high order cognitive skills development. The process for the classroom is clearly inquiry oriented — a method which is by nature rich in potentially creative and experimental instructional activities. When the inductive and deductive methods are applied to the flow of events, a classroom will come alive with art and literature as well as with historical and socio-political analyses.

Notes

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The Roll of Regional Professional

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Among the recurring problems in curriculum implementation are the *identification* and *effective use* of resources, both human and material. This is understandable. Until recently, most efforts at curriculum change have tended to concentrate on curriculum development — what Fullan and Park call paper change. Yet we know that paper change is merely 'a condition' for change. For change to actually occur, strategies must be brought to bear to effect changes in people's beliefs and in their behavioral regularities. Stated more succinctly, curriculum implementation consists of alterations from existing practice to some new or revised practice (potentially involving materials, teaching, and beliefs) in order to achieve desired student learning outcomes. But as Fullan and Park (see Curriculum Implementation: A Resource Booklet, Ministry of Education, Toronto, 1981) so adroitly point out 'the implementation process has frequently overlooked people (behavior, beliefs, skills) in favor of things (e.g., regulations, materials) and this is essentially why it fails more times than not.'

In the final analysis, curriculum projects frequently fall far short of their intended objectives because in-service is insufficiently linked to implementation needs. What teacher cannot identify with a typical development/implementation cycle: development of a document; teacher workshop in the use of the document; struggling with the document in a classroom setting; and the eventual shelving of the document along with its ideas. We concluded, on the basis of our observations and our reading of the literature, that curriculum implementation must focus very directly on the development of people who are partners in the implementation process.

The Midnorthern Ontario Experience

Over the years, regional professional development committees (RPDCs) have been vehicles for mobilizing in-service in boards throughout regions. The Midnorthern Regional Professional Development Committee, like others throughout Ontario, is an association of educational representatives from the regional office of the Ministry of Education, the Ontario Teachers' Federation, the field centre of

Members of the Midnorthern Regional Professional Development Committee.

the Ontario Institute for Studies in Education, and the Faculty of Education. The committee is dedicated to the promotion of quality professional development in response to local needs and within the context of recognized regional goals.

While there has not been any major disagreement among members of our committee about the need for RPDC in the region, there has during this past year been considerable discussion about its 'legitimate role.'

Unrelated to RPDC activity, the regional office of the Ministry of Education has used a cooperative services model for the production of curriculum materials throughout the Midnorthern region. This model, which is designed to facilitate the sharing of personnel and material, has become well established in the region and has been instrumental in developing materials for the implementation of several Ministry intermediate documents. It is not, however, without its limitations. For instance, it has not been within the scope of the model to address the issue of influencing the intended users of the materials. The legitimate role of RPDC, we believe, would be in relation to the missing 'people component' of the cooperative services model.

Implementation Expertise

Parenthetically, one of the most important aspects of an effective curriculum implementation program is the emphasis given to 'in-service' (see note at end of article) for the development of curriculum 'implementation expertise.' By implementation expertise, we mean, for example, that principals possess whatever knowledge and skills are required to manage implementation of curriculum change in school settings and that teachers possess whatever knowledge and skills are required to implement change in the classroom.

In the final analysis, a board's ability to cope with problems of curriculum change is directly related to what it is willing to do and what it actually does about utilizing in-service for the ongoing professional development of all people who are partners

in the curriculum change process. What is obvious to us is that administrators, school principals, and classroom teachers, while playing different roles, are not only partners but also partners who should be equally involved — the administrators and principals mainly as facilitators and the teachers as implementors.

In-service is essential to improving curriculum implementation. In particular, it provides a strategy for coping with ongoing problems. The effective use of in-service enables educators to examine their existing practices (involving materials, approaches, and beliefs) in the context of difficulties encountered while attempting to make changes.

To date, ineffective use of in-service can be at least partially explained by its tenuous linkage to curriculum implementation goals, and during the '80s it will be a false economy to continue to utilize in-service in a devil-may-care manner. It will be a false economy not to link in-service to curriculum implementation concerns — which, in effect, exist as professional development needs of those in the teaching profession.

Implementation Needs

We do not have as many principles for bringing about curriculum implementation as we do for the development of curriculum or instructional materials. What little data we do have show that two kinds of problems must be met.

First there is a problem of 'implementation management expertise.' This involves the *types* of knowledge and the *range* of skills that individuals must have in order to organize, coordinate, and execute implementation responsibilities. It also involves the *levels* of skills for which competency is required.

Second, there is the problem of implementing curriculum changes at the classroom level. This involves potential changes in *things* (policy, materials, etc.) and *people* (behavior, beliefs, skills). In the most ideal of situations (and we realize that conditions are rarely ideal in boards, schools, or classroom settings), in-service



Development Committees

(as we have previously stated) ought to be used for the professional development of teachers to advance curriculum implementation at the classroom level. And this brings us to the potential role of Professional Development Committees.

The Legitimate Role of Professional Development Committees

The role of RPDC and its relation to curriculum implementation has been discussed by Fullan and Park. In a major study on curriculum implementation (1981), they observe that: 'Extensive cooperation at the regional level among the Ministry, faculties of education, OISE, local boards, and teachers federations will be required if programs for improved curriculum implementation skills and strategies are to be developed to meet regional needs.' They also state that: 'Isolated initiatives will lead to unnecessary duplication and the overtaxing of the limited resources available to any one agency in a given region.'

While the future rôle of RPDCs is not clear, we believe the committees should be maintained where feasible, and given the role of facilitating curriculum implementation within the region. If this is to be achieved, what is necessary is a recognition of the leadership skills required of *all* committee members with respect to implementation, together with a realignment of RPDC membership to include a more comprehensive representation of people who, because of the nature of their activities, are implicated in the implementation process — for example, senior supervisory personnel, consultants, and principals.

A Five-Phase Process

New initiatives for RPDCs can be clarified in relation to aspirations and roles. The last sections of this article will elaborate these concepts in the context of 1) outlining levels of RPDC curriculum implementation aspirations and 2) providing role clarity in relation to five key elements. However, we would first like to draw attention to a five-phase process for RPDC involvement in curriculum implementation.

On the one hand, it is beyond the scope of this article to evolve a model for improving curriculum implementation throughout the province. On the other hand, it is evident to us that RPDCs can become an instrument for advancing curriculum implementation within regions and boards. Defining RPDCs as associations of educators for advancing curriculum implementation permits us to conceptualize RPDC functions in the context of a process illustrated in Figure A.

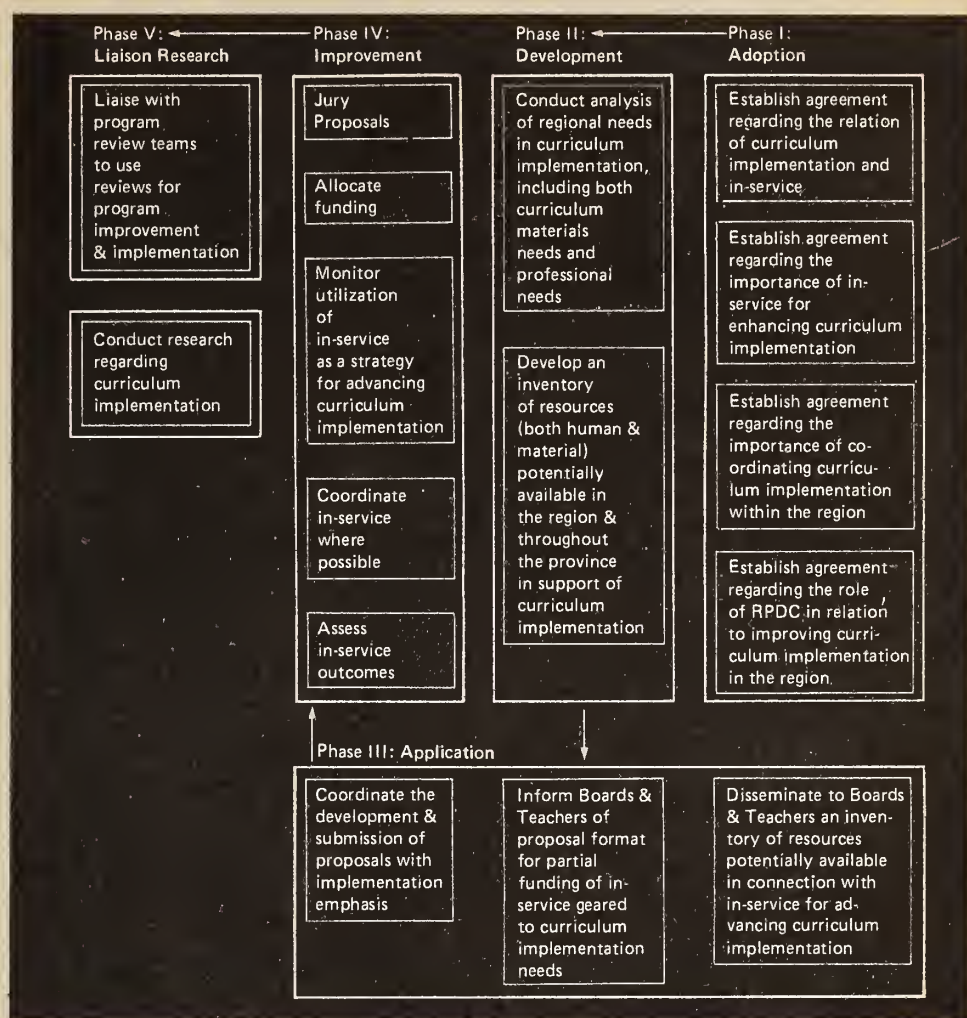


Figure A: A Five Phase Process for RPDC Involvement in Curriculum Implementation

A close examination of the figure reveals that the phases include sets of functions linking in-service to curriculum implementation. The figure is not intended as a set of *procedures* that must be implemented but rather as an illustration of *factors* to be considered when seeking to advance curriculum implementation throughout a region.

Levels of RPDC Curriculum Implementation Aspiration

The scope of RPDC intent in relation to coordinating curriculum implementation in a region is not adequately dealt with in the phases and the elements of phases illustrated in Figure A. Therefore, we approach this question from the notion of Levels of RPDC curriculum implementation aspiration. This concept is widely used in educational psychology, sociology, and administration where it has to do with setting or aspiring toward a set of goals.

The particular goals that RPDCs set out

to achieve are related to a multiplicity of factors. Similarly, the particular levels of implementation aspiration that committees might set out to achieve are unlikely to occur in a vacuum. They will be related to such conditions as the perceived availability of resources, appreciation of the importance of linking in-service to implementation needs, and funding.

Although there are probably many ways of defining a set of levels of aspiration, the central variables are: the categories of implementation expertise for which discernible action (in-service) is required and the degree of the achievement. We believe that the following levels would be plausible in respect to improving curriculum implementation.

Maintain the status quo. This would be the level of aspiration of some committees, and does not necessarily imply an unwillingness to become involved in implementation initiatives. For instance, consider the case of potential overload. An RPDC may find

that because of its existing commitments, the timing is not quite right for changing the focus of its activities or undertaking additional initiatives.

Promote workshops to improve curriculum implementation. In these workshops, teachers, principals, and administrators should be encouraged to make use of a wide range of available resources.

Commit funds in the region for in-service in order to foster the development of curriculum implementation expertise. In this instance, the committee would provide partial funding for projects which utilize resources thought to produce such competence. At this level, no formal assessment of the effectiveness of in-service is conducted.

Fund in-the-region projects which utilize resources and activities known to foster the development of curriculum implementation expertise. At this level, formal evaluation is undertaken and the findings utilized to improve resources and curriculum implementation.

Coordinate the 'shared use' of resources (known to be effective) throughout the region whenever jurisdictions are planning in-service for improving curriculum implementation.

Attempt to establish 'planned in-service' for all curriculum implementation in the region. This would require coordinating the utilization of all resources for all areas of curriculum implementation expertise, and it would involve all subjects offered in schools.

We believe that all these are plausible levels of RPDC curriculum implementation aspirations; but there are, of course, substantive differences in outcomes between levels, and these should be considered when setting curriculum implementation goals. In this regard, a particular RPDC would have to develop a design for achieving its publicly-stated aspirations. The design would include a clear articulation of internally consistent processes and resources for achieving the objectives.

Role Clarity

It is worth reminding the reader that the principal purpose of Ministry of Education curriculum guidelines and board curriculum documents is program improvement at the classroom level in order to achieve desirable sets of student learning outcomes. In this regard, the ultimate target groups of curriculum development projects are classroom teachers and students.

It is also worth re-emphasizing that, in the final analysis, the overall success of a curriculum-related project depends on the extent to which the essential characteristics of new or revised curricula are

reflected in the 'practices of teachers' and are instrumentally effective in contributing to improved student performance. This implied 'classroom use' is a particularly important concept because, historically, curriculum planners tend to expend considerable time and resources on underpinning 'material development' while paying only cursory attention to equally essential human factors.

With this in mind, the purpose of this final section is to outline in detail role functions of the RPDC membership. The various roles are clarified in relation to: a) in-service goals, b) implementation tasks, c) timing and monitoring, d) personnel, and e) finance.

The Main Roles of Local RPDCs in Facilitating Curriculum Implementation Goals

To ensure the coordination and development of resources (both human and material) for in-service to improve curriculum implementation in the region.

To foster the 'planned use' of in-service geared to the curriculum implementation needs of teachers, principals, and administrators.

To match provincial/regional in-service expertise geared to curriculum implementation issues.

To provide teachers, principals, and administrators with in-service support for developing curriculum implementation expertise.

To provide teachers, principals, and administrators with resource support (both human and material) for coping with problems of curriculum development and implementation.

Implementation Tasks and Strategies

To identify resources (both internal and external to the region and including both personnel and materials) potentially available for in-service in advancing curriculum implementation in the region.

To disseminate this information to boards and teachers throughout the region.

To assist teachers, principals, and administrators to plan and arrange programs of professional development linked to curriculum implementation needs.

To promote the use of 'planned in-service' as a strategy for advancing curriculum implementation.

To facilitate the training of principals and administrators in developing curriculum management expertise.

To facilitate the training of teachers in developing curriculum implementation expertise.

To establish a communications network for information sharing and gathering in-service resources and curriculum implementation needs.

To establish the nature and scope of curriculum implementation needs throughout the region.

To develop a set of procedures for funding 'in-service programs' having an implementation emphasis.

Timing and Monitoring

To assess the effectiveness of funded 'in-service' projects as a technique for improving curriculum implementation.

To establish agreement with teachers, principals, and administrators on information assessment systems dealing with the effectiveness of in-service projects in relation to improving curriculum implementation.

To liaise with program review teams with the aim of using reviews for program improvement and revision.

To provide program review teams with follow-through support for advancing curriculum implementation.

Personnel

To be aware of resource personnel (including people from the Ministry, Faculties of Education, OTF, Local Boards, OAFAC, and OISE) available for curriculum implementation in-service and to coordinate their use in support of curriculum implementation initiatives at the school and school system levels.

Finance

To provide partial funding of in-service projects having a curriculum implementation emphasis.

To become aware of multiple sources of funding for curriculum implementation initiatives. □

Note: In these times, scarcely a day passes without parents, trustees, the news media, and teachers themselves raising issues about in-service, professional development days, staff development, in-service training, professional activity days, etc. Aside from the issues, there is considerable confusion as to the use of these terms; often they are used interchangeably when, in fact, some of them are conceptually different. It is not our task here to explore problems of usage. However, we find it necessary to provide clarity regarding our intended meaning when we use the words in-service and professional development. For the purposes of this article, the term 'in-service' is taken to mean planned activities and the term 'professional development' to mean the acquisition of knowledge and skills so as to become increasingly competent. Thus, for our purposes, when we talk about in-service for the professional development of teachers and principals, we mean 'planned activities' geared to the professional development needs of such persons. The needs, as we perceive them, are in relation to goals which teachers and principals set out to attain but are not capable of attaining because of inadequate knowledge or skills.

Teaching in Southern California -My Impressions

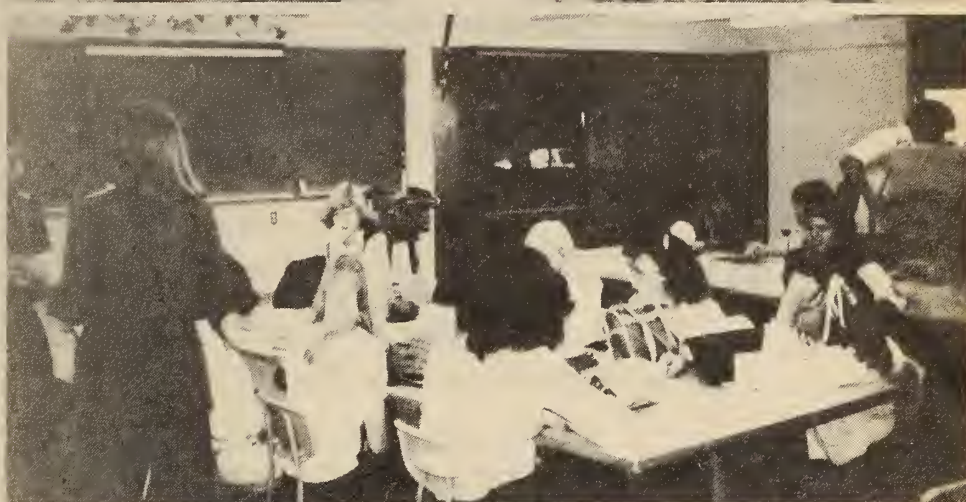
Beverley Lee

Arriving in a small, suburban, upper-income, Los Angeles school in September, 1980, it was a shock to find an educational environment devoid of current audio-visual materials and with a faculty suffering from extreme 'burn-out.' The classrooms were equipped with a minimum of teaching materials, essentially a class set of textbooks. How could this happen in a supposedly wealthy, progressive state? California's Proposition 13 severely cut state funding for education, and the impact has been dramatic. As a result, only limited funds are now available for instructional supplies, cleaning, maintenance, and salaries. As an international exchange teacher from Ontario, it was with unrealistic expectations that I had entered the southern California educational system and my new teaching assignment.

Large class size, poor resource material, low morale, and limited co-operation on the part of faculty in program planning was a challenge for me after 'growing up' as a teacher in York Region. The teacher's manual outlined procedures for Stage 1-4 Smog Alerts and Earthquake Emergencies. Through my classroom window, I watched the beautiful mountains disappear in a yellow haze by noon each day. Reading about smog and earthquakes is much more meaningful to me now.

Cleaning in the school was done every second day, and students had to help with daily sweeping if a minimum standard was to be maintained. Many faculty members were employed in part-time work after school to help support their families. The highest salary for even the most experienced teacher was twenty-five thousand dollars. Teaching contracts stated the hours of work. The faculty left immediately after school, and as a result, extra-curricular activities were limited to a few athletic teams organized by parents who received a small monetary allowance for their effort.

The local school district had produced



many curriculum guidelines to aid teachers, but implementation was very slow, despite the availability of consultants. Since school districts were small, it was financially impossible for them to have an adequate film/audio-visual library. Many of the materials produced commercially in California were not available to the classroom teachers due to lack of funds. Thus, the main resources were local guidelines and textbooks.

As a Family Studies teacher, I was curious about the Family Life/Sex Education program. To my surprise, the level of development from kindergarten to grade eight was non-existent and from grades nine to twelve was minimal. In a Northern California high school, I observed a day-care center which had been set up to help teenage mothers taking class at the high school. The center was also used by the Family Studies Department as a practicum experience in a Child Development course. Lack of funding was a constant threat to this program and to others outside the basic courses.

Consequences of a Life-style

People in Southern California have been described as living in the fast lane, on the fault line, and on the cutting edge of change. What does this do to the educational climate? Students experienced the stress associated with this fast-paced life, a high family divorce rate, and an emphasis on cars and material possessions. Furthermore, it was difficult for them to concentrate on their studies when the faculty were not highly motivated and the

society placed so high a value on such things as status, living for today, doing your own thing, and being a star. School was not viewed in a constructive way, and discipline, low motivation, and attendance were serious problems. Respect for faculty was at an all time low.

As a foreign teacher, I was ridiculed by the students for my British-style pronunciation and spelling. On a number of occasions, my physical safety was threatened, and I was given little support by the administration. The students were initially puzzled by my enthusiasm for teaching and rebellious toward my discipline and work ethic. The faculty were unreceptive and were sometimes hostile toward me when I initiated field trips and after-school activities.

Will Ontario experience this educational climate in the next decade? I certainly hope not. The answer may be partly based on external societal factors, but much will hinge on the insights of our Minister of Education and her responses to the Secondary Education Review Project, on the dedication of the school administrators and teachers, and on the support of trustees, parents, and taxpayers in the Ontario school system.

Perhaps more educators should take the opportunity for international teacher exchange and travel to reflect on their values, goals and philosophy of teaching. The experience was a professional challenge worth all the moments of culture shock, and left me with a very good feeling about my own school Thornlea and Ontario education in general. □

The author is Family Studies Chairperson at Thornlea Secondary School in the York Region Board. In 1980/81, she spent a year on an international teacher exchange at a junior high school in the Los Angeles area.



Grade Five students enjoy a visiting reader's story.

'ADOPT A CLASSROOM' Reading Program

Rosann Miller, Reading Specialist,
Blackhawk School District, Wisconsin

Students in our Blackhawk School District are learning about the advantages of good reading habits through first-hand experience. An innovative program — Adopt a Classroom — that I recently introduced is encouraging young students to recognize the worth of books and reading.

Many reading programs are offered in the district. In addition to the Adopt A Classroom program and the adoption of a district-wide reading series, the district is a member of the RIF (Reading Is Fundamental) Project and of district-wide SSR (sustained silent reading), which provides a period of time for the students and teachers to read a book of their choice; the district also holds teacher workshops (such as Reading Power in the Content Areas) and 'make-and-take' workshops where parents are able to make reading readiness games for their children.

The Adopt a Classroom program stems from my philosophy that 'if you get a child to like to read, the ballgame is won.' Each fall, all junior and senior high school teachers, administrators, school board members, and community persons are invited to join the program. Each volunteer is assigned a particular classroom to read to — all that is asked is that he or she reads a minimum of two stories to his or her

'adopted' classroom before the school year is out.

The stories are geared for a particular age level, and the school librarian will help choose books if the reader needs guidance. Children enjoy hearing a variety of selections, many of them taken from such old favorites as *Tom Sawyer* or *Huckleberry Finn*.

Children love to be read to, and are most impressionable when adults come down to their level to read to them. It is a sight to behold . . . a 'huge' male high school teacher sitting on one of the little first grade chairs, reading to a very captive audience!

The program also offers a fringe benefit — a chance for rapport to be formed between the classroom teacher and the 'adopted' reader. In so many districts, this is a much needed thing, for there is often a marked division between elementary and secondary teachers, as well as between school and community.

Time-wise, it takes very little time to set up this program; reward-wise, we are hoping greatly to influence children's attitudes to reading. They will see that 'yes, there must be fun in books if these big people take time out of their busy day to come and read to us.'



Edward S. Hickcox, OISE

Since 1967, I have been working with school boards in Ontario and in other provinces on problems of school board operation. During the period 1968-1972, I conducted numerous workshops and held frequent consultations concerned with developing rational procedures for the effective operation of school boards and with defining conditions that would enable school board members to have some chance of performing effectively in a difficult and sensitive role.

One of the major cornerstones of those early efforts was the admonition that trustees be provided with information sufficient to make informed decisions about the allocation of resources and about the development of programs. To that end, we (i.e., the legion of academics, outsiders, and consultants called in by school boards) advocated that trustees should receive extensive reports, should be invited to all meetings, should have access to everything, should meet both individually and as a group with all interest groups in the community, and should, of course, be prepared to travel widely to seek out new information and ideas. Indeed, the trustee might even, on occasion, travel to Hawaii for such a purpose.

The organizational assumption behind such recommendations is that in any political or hierarchical situation, information is a prime source of power and influence. The individual or group possessing information that others do not have is in a position to exert leadership. One might argue, in fact, that the effective administrator is one who controls the release of information in ways that will help objectives to be achieved.

As a result of these kinds of arguments advanced by many categories of educator in a multitude of forums, school trustees have been deluged by information, information in all forms. The Xerox machine has become so prominent that, in many school board offices, it occupies its own room, clean and sleek, humming contentedly. When it breaks down, experts are called in with strange tools and mysterious knowledge. And whereas, in the old days, visiting firemen at elementary schools were shown only the kindergarten class

Information Dilemma

and the music program (those kids are so cute and isn't it wonderful that a second grader can play the violin!), visitors are now ushered reverently into the machine room to see the duplication facilities, including sometimes computers and word processors.

The result of all this is familiar — information overload. We are in danger of being taken over by the machines and by the information itself. In this context, I read recently of an incident in Japan where a worker was fatally wounded by a robot; he had entered the inner sanctuary without asking permission of the machine, and it had somehow or other swung its arm around and crushed the worker against the wall. How does one penalize a robot? Certainly, the strap would not have much relevance. Reducing the voltage perhaps?

At the school board, the problem is evident. I have seen agendas with more than 200 pages of supporting information. The point is that the administrative team or executive committee who is putting together an agenda finds it easy to activate the copy machine. 'We've just spent \$200,000 for a consulting report on a new budget process — the trustees should have the report so they can see how the money was spent and can understand our recommendation. Can it be duplicated by tomorrow night?' Of course. No problem. So it is done. 'And while we are about it, we might as well give them complete copies of all the contracts with all of our unions plus the annual reports of each of the schools in the district.'

Consequently, we are faced with a dilemma. Our belief in the importance of information for those making decisions, coupled with the availability of cheap and incredibly fast duplication, has brought about a situation where the mass of information has numbed the ability of individuals to behave rationally. The tail is wagging the dog (an unfortunate metaphor). Thus, I find myself in a strange position. I have spent years arguing for more and better information for trustees and administrators, and I am now about to suggest that effective decision-making requires much, much less information and much, much more attention to procedures for limiting the multitudinous copies of reports.

Suggestions for Limiting Overload

Let me begin with some statements about information for trustees, including a few tricks that can be used to alert them to the information problem.

1. *Information is a source of power and control. This is an axiom I still believe to be true. But the information must be in a form that can be used and absorbed.*
2. *Trustees have a right to information related to the topic under consideration.*
3. *Trustees must direct school administrators in no uncertain terms to control the amount and kind of information provided to them.*
4. *Summaries of reports prepared for the board should go to the board — rather than the reports themselves.*
5. *Trustees should be informed that all reports are available to them, but they will have to ask.*
6. *Boards should consider asking for a costing of each report at the bottom of the report — that is, add up the number of hours spent, times the number of people, times an average salary on an hourly basis. This is a brutal technique but very revealing. Educational Testing Service, for example, uses such a technique to demonstrate clearly that administrative time is treated as a resource.*
7. *Reports given to the board should emphasize content rather than rationale and process.*
8. *Outside interest groups appearing before the board should be asked to provide in advance a written statement of their concerns in two or three pages.*
9. *Routine decisions should preferably be delegated to the administrator; they should be dealt with in summary only infrequently. For example, most boards I am familiar with pass very quickly each meeting over personnel changes, sick leaves, retirements, new appointments, and the like. Usually, there are several pages of these changes. Does the board actually need these pages to approve? Could not the administration simply provide a report saying that there were four secretarial retirements and five new appointments during the past month — no names, no supporting documentation. Once or twice a year, the total report could be made available.*

10. *Information presented to a board should deal only with decisions that have to be made. Each set of information should contain a summary, together with a skeleton presentation of alternative decisions and a listing of pros and cons for each.*

11. *Each trustee should be presented with a list of other available information — such as curriculum committee reports, reports of activities of faculty or schools, information from the government about proposed policies, and materials that come in the mail. If he or she wishes to read any of these materials, he or she can ask. It would also be helpful if the administration indicated some priority in these listings.*

12. *There is a principle of administration called exception management. It assumes that the time of the administrator should be spent dealing with problems not solvable either by the application of policy or by agreed-on procedures. This principle can be applied by the board. The board does not need to know on a continuing basis that school A has replaced its boiler or that school B ran a successful community meeting. What it does need to know is that school C's roof is leaking because of excessive rains during the past year and its repair requires a special allocation not available out of current contingency funds. Again, alternatives for dealing with the problem should accompany the summary statement.*

One could easily extend this list. Furthermore, what has been presented should not be construed as ironclad guidelines. Rather they are possibilities for consideration, intended to emphasize the basic notion that too much information is as dysfunctional for effective management as not enough.

Finally, I should emphasize that information overload is a problem that besets not just school trustees but many management bodies, and the suggestions that I have outlined for minimizing it are generally applicable.

Note: This article is an adaptation of an address given by the author to a conference of School Board Chairmen and Vice Chairmen on January 22, 1982, in Vancouver. The conference was sponsored by the British Columbia School Trustees Association.

Profile of a School

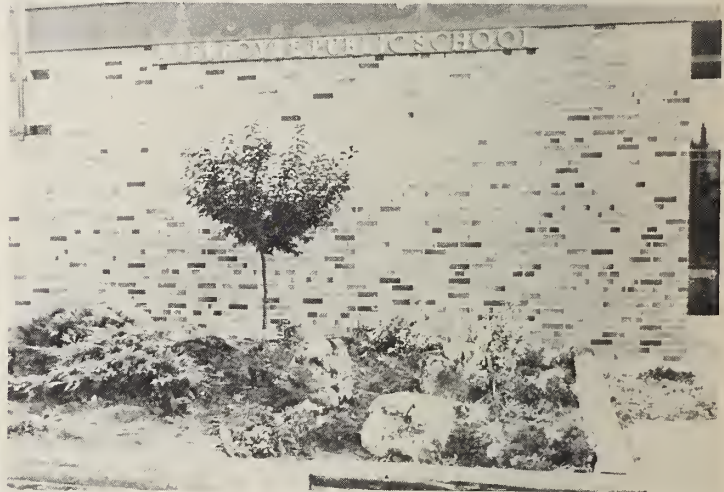
Aberfoyle Public School, Guelph

Aberfoyle became a centralized school for most of the K-8 students in Puslinch Township, Guelph, in the early '60s; it replaced 11 one- and two-roomed schools scattered through the township. A new open area wing was added in 1966-67 to accommodate the increasing enrollment, which reached a peak in 1973 of 618 students; since then, of course, enrollment has declined — to around the five hundred mark.

Aberfoyle emphasizes the basic language and mathematics skills. Language skills are reinforced in all areas of the curriculum — which includes science, history, geography, music, physical education and art. A core French program is provided for grade 6, 7, and 8 students. Grade 7 and 8 also receive instruction in Industrial Arts and Home Economics at nearby schools equipped for these programs.

Most of the children are bussed to the school, and during the lunch break, there are organized intramural sports for children in the higher grades, making use of the school's excellent playground facilities.

In many ways the school reflects the philosophy of Fred Dack, who has been its principal for the past nine years. In his opinion, although academic achievement is a most important aspect of learning, of equal importance are a love for learning, the development of a proper attitude toward hard work and responsibility, courtesy, and a respect for property and the rights of others.



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